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ABSTRACT

The East Coast Migrant Head Start Project serves a diverse population of approximately 7,400 migrant children and their families as they traverse the East Coast from Florida to Maine. These families live a unique lifestyle and come from varied backgrounds that differ from the dominant culture. To meet the project goals, new teachers as well as returning staff need information about the children and families they serve and must develop an understanding of the conditions that are a part of the migrant lifestyle. In addition, staff turnover is high due to the seasonal nature of the work. Based on review and analysis of the research literature and on classroom observations, a series of training workshops was developed to prepare teachers for working with children of migrant families. Training strategies focused on providing accurate information about migrant families and their lifestyle; how the teacher's own background, culture, and training influence classroom practices; effective ways to build home-school relationships; and how to incorporate multicultural and unbiased activities and materials into the classroom environment. Several assessment tools were developed to gather information concerning teacher knowledge and practices, and to evaluate the training. The training took place at a Migrant Head Start Center in Bailey, North Carolina. Three administrators, three teachers, and one teacher aide participated in the 10 weekly training sessions, although administrator attendance was sporadic. Outcomes of the training and participant responses were favorable. Appendices include sample surveys, evaluations, training materials, and suggested resources. (KS)

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Preparing Teachers for Working With Children of Migrant Families: Building a Home-School Connection

Mary Bradford

Cohort 61

A Practicum Report Presented to the Master's Program
in Child Care, Youth Care, and Family Support
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

Nova Southeastern University

1995

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

2/9/95 — Date

Mary C. Bradford — Signature of Student

Abstract

Preparing teachers for working with children of migrant families: building a home-school connection. Bradford, Mary R., 1995: Practicum Report, Nova University, Master's Program for Child Care, Youth Care, and Family Support. Descriptors: Migrant Families / Migrant Education / Head Start, Minorities and Education / Culturally Sensitive Child Care / Multicultural Curriculum / Anti-Bias Curriculum / Diversity Within the Classroom / Staff Training on Multicúltural Issues / Day Care for Children of Migrant Families.

East Coast Migrant Head Start Project serves a population of children and families that live a unique lifestyle and come from varied backgrounds that differ from the dominant culture. In order to meet the goals of the East Coast Migrant Head Start Project, new teachers as well returning staff need information about the children and families they are serving and must develop an understanding of the conditions that are a part of the migrant family lifestyle.

It is apparent by working with the staff and observing classroom settings that the culture of the children and families is not often reflected in the environment. At times, staff interactions with the families are minimal due to language barriers. Staff turnover in many of the Migrant Head Start centers is predictable and higher annually than the national average of 41% reported by Whitebook, Howes and Phillips (1989) due to short term employment conditions (cited in Russell, Clifford and Warlick, 1989). On the basis of review and analysis of the research literature, classroom observation, and seasonal staff hiring, the author developed a series of training workshops to prepare teachers for working with children of migrant families. Training strategies focused on providing accurate information about migrant families and their lifestyle, how one's own background, culture and training influence classroom practices, effective ways to build home-school relationships, and how to incorporate multicultural/anti-bias activities and materials into the classroom environment. The author developed several assessment tools for the gathering of information concerning teacher knowledge and practices, and evaluation of the training.

The training took place at a Migrant Head Start Center located in Bailey, North Carolina. The center operates annually from April through mid-November and the training took place from August 29, 1994 - November 10, 1994. The responses of the participants and administrative staff have been favorable. Strategies were developed to increase staff knowledge and sensitivity to the migrant family lifestyle, and will be

incorporated into next season's preservice training for all staff. In addition, suggested program practices that will increase communication with parents are under review. Books, materials and equipment will be purchased to provide a more culturally sensitive environment for the children and their families. Inservice training will be scheduled next season concerning diversity and developmentally appropriate themes, activities and celebrations for classroom curriculum. Appendices include sample surveys, evaluations, training materials and suggested resources.

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Chapter I

Introduction and Background

The Migrant Head Start Program is a private, nonprofit, federally funded program and one of three Head Start options (besides regular Head start and American Indian Programs Branch) for serving low-income children and families. In order to qualify for the Migrant Head Start Program, migrant families must meet the migrant status definition (moving within the past 12 months to do agricultural work), family income must come primarily from agricultural work and the family must meet the income guidelines for Head Start programs.

Migrant Head Start programs differ in several ways from regular Head Start programs in order to meet the unique needs of the migrant population. The programs provide care for children, eight to twelve hours a day, and serve infants, toddlers and preschool age children. At least one parent must be employed doing agricultural work for preschool children to qualify for the program. However, both parents must be employed, and at least one in agricultural work, for infants and toddlers to receive services. The program year is seasonal or based on when families move into and out of an area to do agricultural work. For example, some programs run for ten months, while others run six to eight weeks.

The East Coast Migrant Head Start Project began in May 1974, serving 350 children. The goal of the project has always been to establish

a delivery system that would provide continuity of Head Start services for migrant children as they traversed the east coast of the United States while their parents worked in agriculture. Today, the project serves approximately 7,400 migrant children within twenty-two delegate agencies, in approximately 90 centers from Florida to Maine. Service areas for migrant children and their families include: (a) education, (b) social services, (c) parent education and involvement, which incorporates family literacy and career development, and (d) health and disabilities that comprise nutrition, transportation, medical and dental care, promotion of mental health and wellness, and direct services for children with special needs.

The Setting in Which the Problem Occurs

East Coast Migrant Head Start Project Program Development Specialists are assigned to work with specific delegate agencies in particular geographic areas. The areas in which I work are located in the eastern part of North Carolina and the states of Virginia and Delaware. Within this region, there are three delegate agencies and ten child care centers. The centers vary from each other in several ways: (a) in size (from serving as few as 25 children to as large as serving over 120), (b) the cultural climate due to location, the children and families served and the staff employed, as well as (c) the time in which they are open for

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providing services. For example, the first three centers I work with open in North Carolina in April, and the other seven centers open in Virginia and Delaware during the months of May, June and July. The last one usually closes in November but services have been known to extend through January, depending on the crop harvest time. One center, located in Dover, Delaware is a short-term program and only opens for nine weeks during the months of July and August.

Teacher/child ratios are well established and are adhered to throughout the day: infants 1:3, toddlers 1:4, and preschoolers 1:6. In addition to the teaching staff, each center is equipped with personnel that are responsible for each of the component areas and the delivery of specialized services. The depth and range of services are individualized and organized a little differently from the regular Head Start program. This is necessary because families work long hours (five to seven days a week), are not familiar with local services or how to access them, and are only in the area for a limited amount of time before moving. Regular Head Start programs also have component coordinators, but these coordinators oversee services for the entire agency rather than individual centers.

Each individual migrant Head Start center employs a director who is responsible for administering the program and, for the larger centers, an assistant director is also employed. Coordinators are hired for each

component: education, parent involvement, social services, transportation, health, disabilities, nutrition and mental health. However, the number of coordinators employed depends upon the size of the center. In the smaller centers, coordinators are responsible for more than one component area. They are also responsible for initiating contracts for delivery of specialized services that must be arranged with local agencies. For instance, children's health physicals and follow-up services are provided by a private pediatrician that may come on-site, a local health clinic or a hospital.

The East Coast Migrant Head Start Project (ECMHSP) requires all centers to maintain a current state license and encourages them to work toward national accreditation by the National Association for the Education of Young Children (NAEYC). Some centers have received national accreditation from NAEYC while others are just beginning the process. In addition, ECMHSP conducts an annual program assessment and areas of strengths and weaknesses of a center are identified. A program improvement plan is completed by the delegate agency and center, based on the results. This is a written plan of action to bring the items found out of compliance or those that may be in process, into compliance. Hence, program quality is always being emphasized.

Staff recruitment and training are ongoing processes at the centers. Just as in any start-up operation, teachers are employed as families arrive

and enroll their children in the program. On the average, they are hired for four to six months depending on when the center program begins and ends. Due to employment that some staff may have in other programs, such as the local school system or regular Head Start, replacements must be hired and trained periodically. Staff turnover is anticipated because teachers cannot be hired on an annual basis. However, there are teachers and component coordinators who return from year to year and parents who are recruited to work at all levels in the project. This helps provide continuity and consistency for the children as they often return to the same centers.

Position and Role in the Setting

As a Program Development Specialist (PDS) for the East Coast Migrant Head Start Project (ECMHSP), it is my responsibility and role to promote and ensure that quality services are being provided at the local level for migrant children and their families. The Program Development Specialist works with Delegate Agency Directors, their staff and center level staff offering technical assistance and training. In other words, it is the role of the PDS to assure the continual development of quality programming with on-site and ongoing technical assistance in administration, all Head Start components, component integration issues, and the provision of career development opportunities for staff. This may

include, but is not limited to, planning with the delegate agency for program expansion, one-time needs, facility design and review, staff hiring and parent training. For centers, it may include technical assistance and training with center directors and component coordinators based on individual needs, assistance with the education component based on classroom observations, orientation training for new staff, problem solving on issues raised by staff or parents, and providing technical assistance based on Management Audit and annual Program Assessment results.

Prior to a center opening, one of the primary roles of the PDS is to work with the delegate agency and center staff to plan preservice training. Then, further training and technical assistance based on identified needs are provided directly to the staff throughout the season during on-site visits, inservice training days, mail, phone contacts, and referrals to additional local and regional training resources.

The Program Development Specialist (PDS) position is unique in many ways. The PDS acts as a liaison between the delegate agencies and East Coast Migrant Head Start Project (ECMHSP). The PDS is a grantee employee, usually working on-site in the delegate agency program. Therefore, a main responsibility of the PDS is to facilitate the relationship between the delegate agency and ECMHSP. Quality, effectiveness and accuracy are the expected outcomes of the work of the PDS. Our

challenge is to accomplish this through the work of other people. For example, the operation responsibility for the migrant Head Start program falls on the delegate agency staff. The Program Development Specialist is there to assist, support and empower the staff so that they will provide the services and complete their job in a timely and professional manner.

Chapter II

Study of the Problem

Problem Statement

Migrant Head Start programs are unique because the migrant children and parents' lifestyles are unique compared to the rest of the population of the United States. They face uncommon situations as they pursue their livelihood traveling from one region of the United States to another. As they move from area to area, they must carry their personal belongings with them. Often, they can only afford to carry the necessities. When they move they must adapt to new living accommodations, working conditions, climate, food, a different language, politics, the community's receptivity or prejudice to them, and quickly locate services such as health care and schools for their children. This is vastly different from what most Americans experience. Migrant children and their families are constantly moving about, never getting the chance to put down roots, create lasting relationships or even enjoy the simplest of pleasures. Often, their child's school life can be the most predictable or stable feature of their existence.

In addition, migrant families represent a mixture of nationalities. They may be Puerto Rican, Jamaican, Euro-American, Native American, Afro-American, Asian, Guatemalan, Mexican- American, Panamanian, Haitian, Salvadorian, or come from other Central and South American

countries. Many of the families we serve have established their permanent residency in Florida or Texas and travel up and down the East Coast and throughout the mid-section of the United States in search of work as there is no guarantee at their destination that work will be available.

In order for the goals and mission of the East Coast Migrant Head Start Project to be met, it is crucial that our teachers understand the backgrounds and lifestyle of the children and families they serve in order to effectively care for their needs. "When working with young children, we cannot separate the child from the family. Early childhood teachers must broaden the vision of their mission to encompass serving families, not just children" (York, 1991, p. 188). Our programs must be sensitive and responsive to all the different ways families raise children. Our migrant families reach out to the staff and trust them to supplement the care their child receives at home. In this sense, our programs resemble an extended family and must make every attempt to provide care and education that matches and enhances the child's family life. In order to do this teachers must get to know the families they are serving and provide experiences that will bridge the gap between home and school.

Teachers must also be aware of how their own culture (childrearing practices, values, beliefs, customs and lifestyle) influences their child-caring practices, thoughts and relations with others. Teachers have their own culturally-based beliefs about how childrearing issues

should be handled in the classroom, as well as by parents at home. Often, they view their style of childrearing as the right way and believe they are not prejudiced. However, we all learn prejudices beginning in our childhood (Derman-Sparks & the A.B.C. Task Force, 1989). An example is that a teacher may expect children to behave one way and the parents expect their child to behave in an opposite way. Therefore, it is important for staff to take time to ask parents about how they handle particular situations and pay close attention when parents seem uncertain about or uncomfortable with caregiving practices. Such discomfort is often a sign that the parents would normally approach the situation in a different way and could provide a caregiver with an opportunity to ask the parents about their beliefs (Chang and Pulido, 1994). When the values and habits of the parents differ significantly from those of the school and the teacher, there is unspoken conflict between the two, and the child is caught in that controversy (West, 1992). By engaging parents in an open dialogue about their respective caregiving practices, staff and parents can work together to ensure their approaches are not conflicting. Teachers must be able to look at children's and families' life experiences without placing judgment and remember that each culture successfully raises new generations of children according to their own values and beliefs (York, 1991).

Teachers are the most important tools of curriculum concepts. Therefore, they must be willing to observe themselves, review personal assumptions about children and repeatedly help each other shake free of biases (Leipzig, 1992). An example of this is that many teachers are proud of being "color blind." When a teacher reflects a color denial philosophy of education, it implicitly establishes the dominant culture experience as the norm and ends up equating "we are all the same" with "we are all White" (Jones, Derman-Sparks, 1992). In this way, confusing, contradictory messages can be given to children about themselves, their parents, or their families. This can only hurt a young child's self-concept and ethnic identity.

The environment established throughout the center and in the classrooms is extremely important. For example: Are teachers and administrators friendly? Is there representation of the families' native languages present throughout the center and its practices? Are there informational resources available for parents? Is there a home-like atmosphere projected in the classrooms or are they sterile and institutionalized? Toys and items chosen for the children's use, pictures and artifacts in the classroom, the teacher's knowledge and practices of child development, and the manner used to communicate with children and parents, could be vastly different and foreign to the families. Because it reflects the dominant culture's values and views, the Developmentally

Appropriate Practice (DAP) book, published by NAEYC , is used as the guide for what is right and wrong in programming for young children. However, are these DAP standards appropriate for the population we serve? We must ask ourselves, are we meeting the children's needs and those that are operating within a different cultural framework (Carter & Curtis, 1994)?

The problem being identified is the critical nature of staff to understand and get to know the families they are serving, and then be able to provide the atmosphere and activities conducive for services that include nurturing and education, health services, social services and parent involvement. The three areas of focus for the project are: (1) to increase the staff's knowledge base concerning the cultural background and lifestyle of the migrant families they are working with, (2) to examine one's own values, customs, beliefs, lifestyle and training to determine how culture influences relationships, child-caring practices and philosophy, and (3) to examine staff practices, the environment established throughout the center and the materials used in the curriculum to care for the needs of the migrant population.

Documentation of the Problem

The labor of migrant farmworkers is vital to the agricultural industry and economy of the United States. A large number of farms and

canning factories are almost totally dependent on migrant labor for picking crops, and working in the food processing plants during the harvest season each year. All citizens who eat benefit from the contribution of migrant labor to the economy and national food supply. However, despite the important contributions made by migrant farmworkers, they remain among the most neglected and degraded of populations. Their poor housing conditions, low incomes, and working conditions that are often hazardous to their health reflect this sentiment. They suffer from exposure to poisonous pesticides and inadequate sanitary conditions, and they are not adequately protected by federal laws (Head Start Bureau, The Uniqueness of Migrant Head Start, year unknown). In most cases, migrant families are forced to live in groups or combined households. The farmworker camps often consist of small, two room apartments that may house eleven or twelve families. The apartments often have few windows, no air conditioning, no heating, and one outside or community bathroom for all to share. It is fact that farmworkers remain invisible to most Americans; "they are forgotten people, living on the fringes far outside the mainstream of American life" (Getlin, 1993, p. 44).

It has been well documented by the Head Start Bureau that the needs of the migrant children and families are numerous. For example, their housing is inadequate, public welfare services are inaccessible,

exposure to serious environmental hazards will continue to require special attention, and they are not assured of an annual income and other living and working conditions sufficient to provide an adequate standard of living (The Uniqueness of Migrant Head Start, year unknown). Migrant families live from day to day. We as educators must attempt to understand this lifestyle, understand the parents and their values, and respect who they are. Our goal must be to enhance each child's and parent's dignity and self-worth through our relationships with them and the services we provide.

In the child care centers, I have observed environments that are friendly, safe and healthy. In the classrooms, teacher/child interactions are supportive and loving, self-help skills are taught and encouraged and the child's health and nutrition needs are met. Learning centers contain toys, books, games and, frequently, Disney pictures such as Donald Duck or Mickey and Miney Mouse are used for decorations. Hints of multicultural/anti-bias curriculum are present by the use of real life pictures, a variety of skin toned dolls, some books and, at times, musical instruments. However, rarely does one observe an environment in which the child's family is represented. Discussions concerning self-identity, what their family does, their work and lifestyle and how it may be different or similar to other families in America do not to take place or are they depicted in photos or materials. Parent input is not readily evident

nor is a genuine home-school connection apparent in program practices. In other words, the lifestyle and customs of the children's home environments are not visible. Books, dress-up props, games, songs, photos, pictures and music that reflect the background of the children is often missing from the classroom setting.

An anti-bias curriculum approach advocates for cultural relevancy and bilingual programs in order to provide cultural continuity for young children not of the dominant culture. The most effective learning starts with who the learner is and what they bring to the learning process (Carter & Curtis, 1994). Children's interests need to be encouraged. They must be allowed time to talk about what they see, do and like. They can be encouraged to draw pictures or write stories about themselves, their families, the things they like to do, feel or care about, and prepare foods they like to eat. It is also important that comparative lifestyles, modes of transportation, and types of housing that are basic to living be explored and valued. For preschool children this would encourage discovery and learning into other lifestyles, foster creativity, self worth and independence. The children's culture and exposure to other lifestyles should be evident in all learning centers, in small and large group activities, and in the everyday discussions or language that takes place either casually or planned. For example, teachers can incorporate into their group activity plan, discussions about children's physical

characteristics, family and cultural heritage, comparing it with their own or others.

On their home visits or casual communications with parents, teachers can inquire about customs, activities of interest, songs, and games that families enjoy and incorporate them into the curriculum. When teachers are aware of the families' and children's interests, they can initiate activities that make learning relevant and fun. Also, when families are encouraged to participate in early childhood programs, they open up their family system to include other adults in the caring for and teaching of their youngest members, the children (York, 1991).

Our programs, as extended family members, must provide care and education in a way that complements each family served. One way to demonstrate this in our migrant centers is to label everything in the classroom in the child's native language as well as in the dominant language. This practice shows that both staff and children are attempting to learn the language, and that language development, sorting and matching skills are being fostered. When parents come to visit, they will feel at home and welcome in a classroom they can understand. They will also know that their child is in a learning environment that respects their culture and lifestyle. Each program also has its own culture that it passes on to the children enrolled. Since our programs introduce children to new ways of eating meals, talking to one another, celebrating special events,

and getting along with people, it is important to discuss these issues with parents (York, 1991).

All of the practices mentioned are important to initiate if teachers are to bridge the gap between home and school. Building a genuine rapport with families is core to teaching cultural identity, self-identity, and fostering self-esteem and self-worth in all children. When children have a strong sense of self-identity they can then be exposed to other cultures and lifestyles, and differences and similarities more easily pointed out and discussed (Jones and Derman-Sparks, 1992). Children deserve to know the truth about themselves, the real world and the people in it. They have a right to feel good about themselves, to learn to be courageous and to feel proud of their cultural heritage (Swick, 1987). Teachers must gain an understanding and an awareness that multicultural/anti-bias education teaches the whole child; they must want to demonstrate it and own it by making it happen in the way they see best for the children and parents within the classroom environment.

Analysis of the Problem

Teachers and component coordinators are providing good child care and related services to children and their families in most migrant Head Start centers. However, there is a lack of understanding or knowledge by teaching staff, of what needs to take place in order to

incorporate multicultural/anti-bias principles and build home-school connections with migrant families.

Head Start (1991) has issued a document on "Multicultural Principles" as a guideline for staff use. It states the following:

1. Every individual is rooted in culture.
2. The families of each program are the primary sources for culturally relevant programming.
3. Staff must learn accurate information about the culture of different groups and discard stereotypes.
4. Addressing cultural relevance in making curriculum choices is a necessary, developmentally appropriate practice.
5. Every individual has a right to maintain their own identity while acquiring skills to function in our diverse society.
6. Continued development of the primary language of the child should be developed while the acquisition of English is facilitated.
7. Staff must reflect the community and families served.
8. Children can be exposed to and learn to appreciate individual cultural differences.
9. The program should examine and challenge institutional and personal biases.
10. Culturally relevant diverse programming and practices are to be incorporated in all components and services.

These basic principles are our guidelines, but do not actually tell staff how to incorporate them throughout the components on a day to day basis. They sound good, but do not appear to be understood or put into practice by staff as most are not evident at the center level. Instead, the "tourist approach" to multicultural curriculum has often been observed by program assessment teams. The tourist curriculum emphasizes the "exotic" differences between cultures by focusing on holidays and ignoring the real-life daily problems and experiences of different peoples (Jones & Derman-Sparks, 1992). Currently, there is an agency-wide concern and a consensus that multicultural/anti-bias education must be readdressed and an effective training approach devised for Program Development Specialists to use with center staff.

Often, teachers feel unprepared because they have not been exposed to information on the history, culture, and lifestyles of the families and the ethnic groups represented. Teachers recognize and acknowledge the importance of incorporating the lifestyles of their families into the classroom curriculum, but feel they need more training to do so effectively (Rashid, 1987). In the Migrant Head Start Programs, staff turnover is a problem from season to season. Therefore, ongoing training is needed along with retraining. Inservice training can be difficult due to long hours of center operations. Start-up training might not include everyone as staff is hired on an as needed basis and often this

is after the scheduled preseason training. Migrant parents are hired to work in the centers whenever possible. However, many times they must move on if there is no work in the fields for their family members.

It is not evident that center staff has an understanding of effective ways of building a home-school relationship within the classroom environment or knowledge of how to incorporate the information and materials. A basic three step training process developed by Leilani Clark, Sheridan DeWolf, and Carl Clark, at Grossmont College in El Cajon, California (1992) emphasizes sensitization, skill development and curriculum development. Children want to learn about things that are immediately applicable to their lives, and must be provided with a variety of materials and models that nurture constructive social and altruistic behavior.

Since teachers are in various stages of development, they need concrete ideas and examples as to how to incorporate the lifestyles of the children in their classroom environment and group activity plans. They need to be shown how to create a connecting point with the children's culture in every learning center, so that there is a source of familiarity. And last, but not least, teachers must be aware of how their own background and culture affects their interactions, communications, relationships, and child-caring practices. They must acquire this

understanding before they can foster healthy home-school relationships with the families they are serving.

In summary, is a multiculture/anti-bias curriculum the security of children knowing who they are and where they came from? When children move into child care, should they lose their core identity? Does it mean teaching children in an environment that is consistent with their home life? If so, why? Finally, if multicultural/anti-bias curriculum is important, how does one effectively incorporate it into the classroom so that developmentally appropriate practices are ensured? Teachers have to put together their own understandings about the need for and approach to multiculture/anti-bias curriculum, just as they must do with setting up learning environments, child guidance, and any other early childhood topic (Carter & Curtis, 1994). Janet Gonzalez-Mena states "anti-bias curriculum has very little to do with what you hang on the walls, whether you celebrate holidays, or with what you tell the children about equity issues. However, it has everything to do with the agreement you make with each parent about the way to take care of their child" (Gonzalez-Mena, 1993, p. 3). Anti-bias curriculum depends on the match between the teacher's understanding of what's good for the child and the parent's understanding. Teachers must be open and willing to learn from the parents, from the community and from one another about the similarities and differences in routines, beliefs, behaviors, foods and

customs that can be integrated into a curriculum that is truly multicultural. This ongoing celebration of similarities and differences will increase understanding between staff members, parents and the community (Swick, 1987).

Chapter III

Goals and Objectives

It has been established that the early childhood environment in most of the migrant Head Start classrooms does not represent the child's home life and cultural background or help introduce children to other cultures and lifestyles. However, it is important and imperative that building a home-school connection and providing a multicultural/anti-bias curriculum become a consistent and constant part of each classroom's intervention program. Therefore, staff must acquire knowledge concerning the cultural background and lifestyle of the families that they are working with, be aware of how their own culture and values influence their child-caring practices and communications with children and parents, and be able to establish relevant curriculum and provide the materials necessary to enhance and incorporate multicultural/anti-bias activities throughout the classroom. The goals and objectives that will be addressed in this proposal to help ameliorate this problem are as follows:

Goal I: To provide staff with an understanding of the cultural background and lifestyle of the families they serve.

Objective 1: Culture influences how parents respond to all elements of childrearing. Therefore, teachers will learn how to gain an understanding of the parent's

perspective of childrearing practices and the child's life experience, in order to understand the child's process for learning.

Outcome: By the end of the ten-week period, a minimum of 75% of the teachers will be able to report an increase of cultural knowledge of the children and families they are serving. This will be based on pre- and post-test results of a self-report questionnaire (see Appendix B).

Goal II: Teachers will examine their own culture (values, beliefs and child-caring practices) in order to determine how their background affects the classroom environment and influences practices, relationships and communications with the families they are serving.

Objective 1: In order for teachers to build awareness, the practicum student will generate discussions concerning classroom practices, their ideas and thoughts in relationship to the children and families with whom they are working. The ideas and thoughts generated from these discussions will be recorded. In relationship to this objective, teachers will be encouraged to keep a journal.

Outcome: By the end of the ten-week period, a minimum of 75% of the teachers will be able to identify five ways in which the dominant cultural practices influences their method of teaching, communications and relationships with others. This will be based on pre-test information and ideas that are generated as a result of group discussions (see Appendix D).

Goal III: Teachers will gain an understanding of how to incorporate experiences that reflect the child's cultural background into the classroom environment and everyday learning activities. This understanding will lead to a home-school connection and multicultural/anti-bias curriculum.

Objective 1: Teachers will examine ways and opportunities in which a home-school connection can be built within the classroom and center environment.

Objective 2: Teachers will learn the basic concepts that accompany multicultural/anti-bias curriculum. Appropriate themes and activities to incorporate these concepts will be discussed and examples given.

Objective 3: Teachers will be given information concerning children's progressive development of cultural awareness and attitude toward human differences. Developmentally appropriate practices to use with infants, toddlers and preschoolers will be explored.

Objective 4: The use and the provision of toys, equipment, real life materials, pictures, songs, games, books, food, etc. within the classroom to build a home-school connection and an multicultural/anti-bias environment will be explored.

Outcome: 75% of the teachers will (a) be able to report and identify ways of gathering information and create ongoing family connections; (b) identify five examples of multicultural/anti-bias curriculum concepts and show how they can be incorporated in their group activity plans; (c) identify developmental stages of racial awareness for children; and (d) identify physical differences for their classrooms based on a pre- and post test examination of the practices and materials used to increase a home-school connection and multicultural/anti-bias curriculum (see Appendix H).

Chapter IV

Solution Strategy

Review of Existing Programs, Models and Approaches

Head Start (1991) contends that effective programming requires understanding, respect, and responsiveness to the cultures of all people but particularly to those of enrolled children and families. Children and their families come to us rooted in a culture that gives them meaning and direction. It refers to how people live. Culture includes everything from food and language to values, belief systems, patterns of relating, caretaking, and communicating (Carter & Curtis, 1994). Culture is a set of rules that governs the family's "world," organizes their physical and social interactions, and shapes their understanding and perceptions of behavior and ideas (Head Start Bureau, 1991). Because culture influences how families raise children and how a child behaves, communicates and learns, it is the foundation upon which the child's social competencies are developed (York, 1991, p. 178). Therefore, staff must be sensitive to the role that culture and families play in child development.

Multicultual/anti-bias education teaches the whole child. It begins by building home-school connections. The Parent Educational Advocacy Training Center (1993) stresses the following family-centered multicultural/anti-bias principles: (a) the family is the child's first and best advocate; (b) families decide what services they need; (c) effective

early intervention services make families feel welcomed and are shaped by families; (d) a child with disabilities, like all children, is first a member of a family within a community; (e) a family's perspectives and values are shaped by life experiences, including their ethnic, racial and cultural background; (f) family support is an integral part of meeting a child's special needs; and (g) families and professionals must work together in a climate of mutual respect and trust to be successful. Children deserve to know the truth about themselves, the real world, and the people in it. A main goal of multicultural/anti-bias education is to help children to like themselves just the way they are, and to teach them to be courageous and not to feel like victims. Multicultural/anti-bias curriculum creates and maintains an environment that says everyone is welcome here and considers children with special challenges. Such children will feel more accepted when the physical space of the classroom has been adjusted to allow them a choice of learning experiences with their peers (Winter 1994/95).

While looking at ways people are similar, multicultural/anti-bias education exposes children to other cultures and helps them be comfortable with and respect the many ways people are different from each other. It means providing a classroom that includes materials depicting people from many different places doing many different things (York, 1991). It encourages children to actively explore a variety of

materials and exposes them to experiences that might not be part of their daily life experience. Therefore, these practices go hand in hand with the basics of good early childhood education: (1) by encouraging a true sense of self and foster self-esteem by affirming children's individuality and uniqueness; (2) promoting social development by coaching children in the way they treat one another, ways in which to resolve conflicts, and to notice and label feelings; (3) preparing children for living in the future; (4) preventing isolation; (5) discouraging denial and fear of differences by encouraging children to ask questions, participate in discussions, and use their thinking and problem-solving skills; and (6) cultivating acceptance by introducing materials, games, foods, values, customs and activities that are different from what they are used to (Derman-Sparks, 1989). Head Start's hope is for each child to become a world citizen by providing them with an early education experience that prepares them to live in a culturally diverse country and a peaceful, cooperative world.

The overall goal of the Head Start Program (1991) has always been to increase social competence in children while considering the critical role of the family. Our migrant families represent a variety of cultures and have diverse backgrounds and needs. They can become aware of what they are entitled to, be empowered and meet the needs of their children by learning how to overcome the social barriers of the dominant culture.

Parent ownership of the program is what Head Start is all about. Parents are invited and strongly encouraged to participate on all levels of program administration and assessment. They are asked to be involved with their child's learning process by attending center events, by helping with classroom projects, or by utilizing home-learning activities that are provided. Day care offered for very young infants and toddlers, allows women to have a choice to work outside the home if they choose to do so. All of these ingredients -- building self esteem and social competence, preparing children to live in a culturally diverse country, and empowering parents -- make for a very powerful argument for why we must provide culturally sensitive child care, and put into practice multicultural/anti-bias principals throughout the program in order to meet Head Start's goals for children and families.

From the practicum student's observations and recordings within eight of the ten migrant Head Start centers assigned, there are several obstacles that seem to contribute to the presence of the problem and that must be addressed if we are to implement multicultural/anti-bias education. First, is the lack of knowledge and understanding of migrant families' cultures by teaching staff. This is due to regular staff turnover and lack of information given to staff about the families. Teachers tell us they lack the experience, training, and support services to handle many of the multicultural, multilingual and family arrangements with which they

faced (Carter & Curtis, 1994). The prevalence of stereotypic information about the "Hispanic" culture often results in assumptions about the families, their habits, style of living, customs, etc., rather than looking at them as individuals with their own unique culture. "Even if families in a program look alike and speak the same language, we should not assume they share the same cultural identity, values, and beliefs" (Carter & Curtis, 1994, p. 110).

Second, teachers must develop an awareness of their own biases and have an understanding of how their cultural heritage influences their interactions, childrearing practices and communications with children and families. "We do not really see through our eyes or hear through our ears, but through our beliefs. To put our beliefs on hold is to cease to exist as ourselves for a moment" (Delpit, 1988). Understanding concepts of culture, identity and power is a developmental process for each of us. "We must be willing to let go of some sacred assumptions and put ourselves in uncomfortable positions where we are the minority culture and pay attention to the stories, reactions, anger, hesitancy and strengths of peoples different from ourselves" (Carter & Curtis, 1994, p. 95). We must honestly evaluate our feelings to ensure that personal biases do not jeopardize our relationships with each child (Jones, and Derman-Sparks, 1992). Teachers need to introspectively examine their attitudes and identify possible biases, while striving to understand the source of biased

attitudes and work to develop greater acceptance (Winter, 1994/95). Cultural sensitivity requires that we be open to change and modification. It is critical that administrators and teachers develop a "give-and-take" attitude when working in cross-cultural settings.

Third, there is little understanding of how to incorporate the daily lives of the children into the classroom. Minimal physical materials that are representative of the children's home life are evident in the environment. Two key skills that must be developed are learning to observe children and families and listening carefully (Gonzalez-Mena, 1992). Individual child activity plans or weekly group activity plans do not reflect the children's interests, concepts they are struggling to understand, or what individual children value or hold dear. Children's verbalizations during play and learning activities can help identify their preferences, strengths and weaknesses. When adults seek out and support children's interests, children are free to follow through on interests and activities they are already highly motivated to pursue. They are also willing to try new things that build on what they are already doing (Hohmann, 1995). The National Task Force on Cultural Diversity (1993) has stated these same issues in an universal way that takes us beyond age barriers of the children we are working with: (a) more professionals need to be trained in developing culturally relevant curricula and instructional materials; and (b) educational services need to meet the individual

academic, social, and emotional needs of all students and be delivered in an equitable manner that is sensitive to the vast cultural differences in our schools.

Fourth, teachers do not seem to know what multicultural/anti-bias education entails, the concepts behind it and its importance and relationship to building a home-school connection. It is confusing because it means different things to different people. It is complicated by many definitions, a variety of approaches, and a number of terms that describe its many aspects (York, 1991). The goal is to make children feel at home, secure and good about themselves while introducing them to other cultures. A personalized classroom can be created by viewing the environment through the eyes of individual children. For example, when Keesha's teacher made a home visit, she noticed several batik decorations that inspired her to develop a batik art project for the class (Winter, 1994). This strategy can help create a classroom that is more comfortable and familiar for children (York, 1992).

Fifth, teachers are confused about what to do and how to do it. They do not want to offend or hurt children's feelings. Therefore, they choose to ignore differences and teach children that everyone is the same (Jones & Derman-Sparks, 1992). Children need opportunities to become familiar with a broad range of people who vary in their customs, languages and abilities. Recognizing the differences while emphasizing

the similarities will promote positive attitudes toward diversity (Derman-Sparks & A.B.C. Task Force, 1989).

Sixth, teachers do not understand the stages of children's development in relationship to racial identity, cultural awareness and prejudice. Knowing the developmental task helps teachers recognize the questions and themes children are grappling with so as to better understand their interest, comments, and confusions (Carter & Curtis, 1994). When teachers begin to understand the stages of children's racial awareness, they can begin to understand why the "tourist" approach is developmentally inappropriate. When activities about diversity are only occasionally added to the curriculum rather than integrated on a daily basis, such limited exposure misrepresents cultural realities and perpetuates stereotyping (Derman-Sparks, 1991). Teachers need to begin with noticing differences and similarities, labeling physical characteristics and comparing skin colors. Labeling, matching, classifying, and seriating are what young children need to be doing. They do not need to learn history and geography (York, 1992).

There are also other barriers within the early childhood field and within our society that make implementing multicultural education very difficult, one of which is state licensing standards. In general, most states require relatively little in the way of teacher training. This means that teacher training programs must focus on the basics such as child

development, health and safety, room arrangement, daily routines and curriculum activities. Knowledge of multicultural education, such as learning how to work with parents, is an "extra" that we supposedly pick up along the way and on our own time. Also, teachers tend to look for activities that are fun, cute and that will please parents (Katz, 1977). They will base activities on holiday celebrations, cartoon, movie and TV characters, e.g., Mickey Mouse, Donald Duck, Barney, etc. Murals, depicting the antics of animal characters cover the walls of classrooms and groups of children are often identified by cartoon mascots (York, 1991). Children need a break from the pretend, animated world of the media. They deserve to learn about real people through meaningful activities. We must teach children about the real world in order to maintain the integrity of early childhood education.

Life in the United States is not fair for everyone. All kinds of discrimination keep individuals from having equal access to society's services and opportunities. For example, if one is not able to converse sufficiently in the dominant culture's language, they will be at a great disadvantage. Our migrant families experience this type of discrimination on a regular basis. Our classrooms are often unprepared to receive children who do not speak the dominant culture's language (Diaz Soto, 1991). Entering new schools, learning a new language, making new friends, adjusting to new cultural and school-wide expectations, and being

taught with different instructional techniques are only some of the difficulties that migrant students encounter (Salend, Whittaker & Gutierrez, 1994). In addition, our young non-English speaking children may be experiencing separation anxiety from their parents and other special problems, which are heightened by their inability to communicate adequately with peers and teachers (Packer, Milner & Hong, 1992).

Education is not neutral. Schools and day care centers are institutions and, as such, are part of the social structure that discriminates against individuals. As part of this social structure, our early childhood programs usually teach and perpetuate white Euro-American, middle-class values. Teachers pass on their values to children through their choice of bulletin board displays, toys, activities, celebrations, unit themes, daily procedures and interactions (York, 1991). Schools often fail to meet the academic and self-esteem needs of culturally diverse backgrounds because of the lack of culturally relevant teaching materials, unfamiliarity with diverse cultures and languages, and pressure to cover content dictated by state and national standardized tests and curricula (Banks, 1988). Diversifying the curriculum, the materials and the policies that guide instruction in classrooms to reflect the experiences and needs of culturally and linguistically diverse students can foster achievement levels for all students and prepare them to live in a pluralistic society (Rasinki & Padak, 1990; Spindler, 1987).

Public education can influence social change, but it cannot bring about social change. Politicians direct education and they are influenced by industry and economics. As a result, the education of children is designed and funded to perpetuate the prevailing societal myths and to keep the country operating as it has always operated (York, 1991).

Description of Solution Strategy

Approaches to multicultural education vary greatly. Christine Sleeter and Carl Grant (1987) examined 60 books and 200 articles on multicultural education. As a result, they identified five different approaches to multicultural education: human relations, single group studies, multicultural, anti-bias, and bilingual/bicultural approach. Each of these approaches was developed between the 1960s and the late 1980s and generated its own assumptions, goals, content, and methods. At this time we really don't know if one approach is more effective than another because there have been no research studies that compare the effects of different multicultural education programs on children's development and learning. However, for purposes of looking at various models and identifying the approach most suitable for a migrant Head Start center, each of the five identified approaches will be briefly examined.

A. The Human Relations Approach. This approach emphasizes the development of a positive self-concept and skills in forming

and maintaining friendships. It focuses on the importance of appreciating and respecting each other, talking to one another, and learning how to get along with other people.

B. Single Group Studies. This method is based on the belief that knowing oneself is the beginning of understanding and accepting others. The goals are to teach appreciation of one's own culture and to encourage individuals to take action on behalf of their people. In early childhood settings, children learn about themselves, their cultural heritage, their cultural community and heroes from their culture. Unfortunately, many Euro-American programs and multiracial programs have turned this model into another form of classroom entertainment. Consequently, children learn about cultures through units or themes that focus on one group of people at a time, e.g. Hawaii Week, Africa Week, Mexico Week, etc. This method is often called the "tourist" approach because it's like taking a short trip...the class goes sight-seeing (Derman-Sparks, 1989, p. 57).

C. Multicultural Education. This approach advocates that America is like a "tossed salad" and that the strength of our society comes from diversity (York, 1991, p. 26). Multicultural education provides children with the message that it is all right to be different and people deserve to choose how they want to live. Children

learn about the contributions and characteristics of the cultures represented in their classroom or community. This approach also affirms equality; people deserve the same opportunities regardless of gender, race, class, religion, age, ability, or sexual preference. Programs using this approach show respect for children's families, home life and learning style.

D. Anti-Bias Education. This approach focuses on changing inequality and the sources of stereotypes. Other approaches assume that changing people's attitudes will eventually change the social structure. An anti-bias approach is built on the belief that if the structures change, people's attitudes will change. As a result, students are taught to take action against the inequalities present in society.

In an anti-bias classroom, teachers include children in the decision making process. Children make choices, are encouraged to act on their choices, and are given opportunities to work cooperatively. The curriculum is based on, and emerges from, the daily lives of the children, incidents that take place in the classroom, and current world events. Louise Derman-Sparks (1989) sites an example of anti-bias curriculum from a preschool classroom. A boy's father had difficulty visiting his son's class because he was handicapped. The school provided no handicap

parking spaces, so the class made a handicap parking space in the school parking lot.

E. Bicultural/Bilingual Education. Bicultural programs encourage children to maintain and take pride in their roots while learning to adapt to the dominant culture. Studies indicate that minority people are the most successful when they can communicate with and understand the dominant culture, and can communicate with and know the ways of their own culture (York, 1991). The emphasis is on helping minority, low income, and non-English speaking children become acculturated into the dominant society as quickly as possible. In other words, its focus is on the "melting pot" theory rather than the "tossed salad" theory.

McEachern (1990) and Gutierrez (1994) emphasize a learning environment for migrant students that integrates their experiences, and that of their families', into the curriculum and instructional materials. This method can improve the school performance of migrant students and promotes positive self-concept. Incorporating content within the curriculum related to migrant children and their families can also sensitize staff and other students to the unique experiences of migrant workers and their families, as well as to the importance of migrant workers to society (Salend, Whittaker, and Gutierrez, 1994). The National Task Force on Cultural Diversity (1993) has outlined the following strategies for change:

(1) promote curriculum materials that are sensitive to the linguistic and cultural background of students; (2) promote the adoption of curriculum materials that are globally focused, student centered, integrated and address both process and content; (3) promote the incorporation of culturally and linguistically appropriate children's literature; (4) promote the connection of instruction and the curriculum with students' personal experiences; and (5) promote the involvement of parents as active equal partners in the instruction of their children.

In many of the migrant Head Start centers, the practicum student has observed the bicultural/bilingual approach mixed with the single group studies or "tourist" approach to multicultural education. When matching identified approaches and strategies to the goals of Head Start, the most appropriate approach seems to be a combination of the humanistic, multicultural, and anti-bias methods. Therefore, the practicum project will attempt to provide staff with an understanding of the cultural background and lifestyle of the families served, allow teachers to explore how their own culture influences their child-caring practices, and explore ways to incorporate experiences into the classroom environment and everyday learning activities that reflect the child's cultural background, while introducing them to those who are different from themselves, and exposing them to experiences that are generally not a part of their daily life.

The specific strategies chosen to approach the problem and fit within the goals and objectives are further identified as follows:

Goal I, Objective 1. In order to build a home-school connection, teachers must get to know and have an understanding of the families they are serving. I.E., Where did they come from? How does their lifestyle effect who they are, what they do, and their childrearing practices? What influence does their cultural heritage play when it comes to their values? What is important to them, their activities, and how they do things?

In addition, multicultural/anti-bias education includes accepting and respecting each child as a unique individual. It means recognizing what each child values and holds dear and then building those things into the daily life of the early childhood program (York, 1991, p. 77). This is not a new concept for Head Start teachers. The curriculum that results from this practice is both child-centered and emergent. In other words, it comes from the child and their family. It is naturally respectful and mindful of multicultural values because it takes into account each child's culture. Therefore, teachers will receive training on the migrant family lifestyle and explore ways to gather information concerning the child's family and cultural background, customs, and home life.

Goal II, Objective 1. Teachers have their own culturally-based beliefs about how childrearing issues such as toilet training, age-related

expectations, discipline and child guidance should be handled in the classroom, as well as by parents at home. Sometimes, we view our own style of childrearing as the right way, rather than one of many ways. Each culture successfully raises new generations of children according to their own values and beliefs. Conflicts arise when we insist on rigidly following one style. It is expected that occasionally parents and teachers will disagree about what is best for the child. Culturally sensitive child care makes the effort to understand the parent's perspective and look for alternative teaching practices and attitudes.

In order for teachers to examine their own values, beliefs and child-caring practices, they will be given a self-examination or pre-test to identify values and child-caring practices in the classroom. They will be encouraged to keep a journal of thoughts, attitudes, ideas and practices in relationship to the children and families they are working with. Childrearing practices and values that can influence the classroom will be discussed. By using examples of real-life conflicts, alternative practices and attitudes will be explored and recorded.

Goal III, Objective 1. It is very important that, when parents come to visit the center, staff make them feel welcome and accepted. A personal relationship with parents gives the message of a caring and sincere attitude. By being asked questions concerning family structure, parenting and cultural practices, parents feel valued and can be confident

that center staff won't forget this information. Staff will explore ways to use this information in planning curriculum activities, celebrations and family events.

Goal III, Objective 2. Appropriate multicultural activities for young children focus on things children are interested in and the concepts they are struggling to understand. There are basic multicultural concepts that curriculum activities should be built around. For example: everyone is important, people are similar, people are different, families live in different ways, many different people live in our community, etc. When exploring themes with children such as I'm Me and I'm Special, Places People Live, Light and Dark, Animals etc., teachers will examine ways to discuss multicultural concepts with children, display them throughout the environment and plan specific activities to incorporate them into their individual child activity plans and weekly group lesson plans.

Goal III, Objective 3. In order to use developmentally appropriate practices with infants, toddlers and preschoolers, teachers must have an understanding of their progression of awareness and attitude toward human differences. From the moment we are born, we begin to interact with and influence the world and others. In turn, the world and its people affect us. Our ongoing life experiences mesh with our age-related development and this results in an ever-growing sense of self and understanding of the world. Therefore, it is important for teachers to

identify developmental stages of racial awareness when children begin to notice differences, identify and label physical attributes, and develop attitudes and preferences. By providing a training session concerning the development of racial awareness that will include handouts, group discussion and guided imagery techniques, teachers will be given information and be able to identify stages of children's awareness toward human differences.

Goal III, Objective 4. The final area of exploration will focus on the physical, visual, and aesthetic differences that can be made in the environment to increase a home-school connection and at the same time create a multicultural/anti-bias curriculum. The goal is to introduce others and expose children to many ways, while making children and families feel at home in the environment. Teachers will use a pre- and post-test rating scale to self-assess their classroom environment. Appropriate pictures, decorations, artifacts, language, materials and equipment for all learning centers, labeling, and teacher/child interactions will be discussed and identified.

In summary, I would like to say that I do not feel the Head Start policies or procedures have contributed to this practicum problem. A lack of true understanding of the families being served and training in and knowledge of how to implement the curriculum in an effective and appropriate way has prevented staff from providing a child-centered

environment that reflects children's experiences while preparing them to live in a culturally diverse world.

The responsibilities of the practicum student in project implementation will be to design and use pre- and post-testing when appropriate, provide the training workshops, document and record discussions and ideas that are generated, conduct workshop evaluations, record data concerning pre-testing and the results of specific training Goals I, II and III, and provide follow-up for teachers after the training sessions are completed. The practicum student will keep other documentation such as, (a) a record of multicultural/anti-bias concepts and activities planned, (b) materials and equipment used to change the environment, and (c) program strategies generated and given to East Coast Migrant Head Start Project, the delegate agency and center administrators. Should an overall 75% improvement rate be attained on Goals I, II, and III, this training project will be useful to East Coast Migrant Head Start Project and may be duplicated in the future with other migrant Head Start centers. The participating staff will also be asked to evaluate this training project as to its usefulness and effectiveness for the training of staff and teaching strategies to be used with children.

Calendar Plan of Implementation

The initial steps in providing a solution to the practicum were to formulate a calendar plan (see Appendix A) and to enlist the permission and support of East Coast Migrant Head Start Project, the delegate agency, St. James Migrant Head Start, the Bailey Migrant Center and Nova University. Minor modifications to the implementation plan were made as needed, such as, a topic may have been carried over to the following week for further discussion or the time for training sessions was rearranged due to the center not having adequate classroom coverage. The review of the literature on current issues and trends was continuous.

Chapter V

Strategy Employed and Action Taken

Strategy Employed

The National Association for the Education of Young Children developmentally appropriate practice in early childhood education is also a good model for effective practice in teacher education. Adult learners, like children, need to play -- that is, they need to take initiative, make choices among possibilities, act and interact. As adults, they need to engage in reflection and dialogue about their experience. "They do need base line social knowledge -- training -- to get started, to know how to behave, but then they need continuing opportunity to make intellectual and moral judgments, to observe children's behavior, and to put their experience into words that are taken seriously by other adults, both peers and teacher educators" (Jones, 1993, p. 146). Elizabeth Jones (1993) believes this process should characterize both college classes and inservice experiences. In both settings, learners should be doing more talking than their instructors do and discussions should be based in their concrete experience. In addition, Louise Derman-Sparks & the A.B.C. Task Force (1989) believe that it is essential to organize a support group for preparing for and implementing multicultural/anti-bias curriculum. Cooperative learning, where issues are brought up and talked about, where strategies are planned, successes are shared, mistakes are evaluated and

encouragement is provided. is the best method for developing awareness and knowledge. Diverse perspectives and honest feedback are needed to develop the insights for rethinking how we teach. It was for this reason that the practicum student chose the methodology of the support group model. After presenting information to staff, it was intended for interactive discussions, direct experiences and experiential learning to take place. The goal was to provide a variety of ways to work and learn together by hearing the experiences and ideas of other participants, using visual aids, and providing hands on activities.

Action Taken: Training Implementation

The proposed training was to take place at a migrant Head Start center in Clayton, N.C. The center opened in June of 1994. All new component coordinators and teaching staff were hired, and for this reason the Clayton center was originally chosen. However, prior to the training, it was apparent that the staff had basic needs that needed to be met before they would be able to focus on and be interested in the training content proposed by the practicum student. Therefore, a second site was chosen in Bailey, N.C. The Bailey center has been in operation for eight seasons and was NAEYC accredited in 1993. Since last year, the center has employed a new Director, Assistant Director, Parent Involvement Coordinator, and has had a 35% teacher turnover rate. However, unlike

the Clayton center, the Bailey staff was not in need of "basic" training. Staff, especially those working towards a Child Development Associate Credential, were very interested in participating in the practicum student's pilot training project.

The pilot training project took place for approximately ten weeks, from August 29, 1994 through November 10, 1994. The project began with seven staff members composed of three administrators, three teachers and one teacher aide. However, due to various reasons, the administrative staff were not able to attend the training sessions on a regular basis. Therefore, for purposes of reporting results, the three teachers and one teacher aide who participated consistently throughout the project, will be considered the actual participants of the training.

As described in the implementation plan (see appendix A), training sessions were set up on a weekly basis. Topics of discussion included four broad areas designed to accomplish the goals and objectives of the practicum project: (a) information and knowledge of migrant families and children, their background and lifestyle; (b) how the teachers' cultural heritage, family background, and training influences practices and habits within their classrooms; (c) the importance of building home-school connections by incorporating the children's cultural background in the classroom environment; and (d) an introduction to diversity and multicultural/anti-bias practices and materials in the classroom and

program. For evaluation purposes, the training was divided into three segments. At the end of each segment, the participants were asked to evaluate the information that had been disseminated and activities that had taken place (see Appendix G). During Part I, weeks one through four, topics included culture and the migrant family lifestyle, the examination of one's own culture, values and background, and cultural conflicts and problem solving. Part II, weeks five through seven, discussions included how to incorporate the children's interests and family lifestyle into the curriculum, individual child activity plans and group activity plans, multicultural/anti-bias themes and activities, and the stages of children's awareness. Part III of the training, weeks eight through ten, the subject matter discussed was based on the use of activities in the curriculum, materials in learning centers, and program practices that are representative of the children's background and are multicultural/anti-bias. In addition, participants took a long hard look at the value, need and commitment to developing a program that is culturally sensitive, implementing diversity within their classrooms, constructing ideas and making recommendations for the program.

Field Practice

Carter and Curtis (1994) state adults bring to the learning process a complex web of experiences, knowledge, skills and mindsets regarding

themselves, the teacher, and the topic at hand. Some are new to their work with children and others have been at it a long time. In training teachers, we need to discover who they are and what they bring to the learning setting. These training sessions were designed to be interactive and supportive of the participants and, at the same time, be instructional and participatory. The idea was to allow members of the group to reveal their ideas in a safe atmosphere while examining knowledge, practices and attitudes that shape behavior.

Training sessions were relaxed and flexible and included roundtable discussions, brainstorming and problem solving. Participants were encouraged to present ideas and discuss issues that were important to them. In part, this was made possible due to the small group size. It was clear from the beginning that time needed to be allowed for the unexpected topic or occurrence to be shared and discussed. The sessions lasted from one and one-half to two hours in length and occurred during the children's nap time so that adequate classroom coverage could be maintained.

Activities were used to reinforce the discussions that took place during the training sessions. During week one, when information was being provided to staff about the migrant family lifestyle, staff was asked to participate in a "map exercise." They were given a map of states on the east coast, from Florida to Maine, and asked to take on the persona of a

migrant worker. They were then asked to write down where their starting point or home base was, where they would be going, how they would be traveling, how long it would take them to get there, for how many months or weeks they would be staying, who they would be traveling with, and what each member of the family (or other traveler) would be taking with them and why. This exercise was a real eye opener for staff. Many of us travel but for other purposes such as a vacation or for "short" work trips, conferences, etc. One of the participants of the training sessions was a former migrant worker. She shared with the group that carrying cooking pots, bedding and particular documents were very important, but that very few personal belongings could be carried with them or accumulated.

The following week, it was discovered that many of the Bailey teachers had not visited a migrant family camp or had the experience of a "home" visit. Home visits at the beginning of a season are made by the Parent Involvement/Social Service Coordinator and, thereafter, the Health/Disability Coordinator will often provide services and visit the family at their home when needed. Generally, teaching staff hold parent conferences at the center. Only if the parent(s) are not able to come to the center, do staff go out to the home. Due to work and time constraints, and the cost of overtime to the program, it is arranged for teachers to meet with parents following a parent meeting, at lunch time or at the end of the day. When the Bailey Center Director, a former Parent Involvement

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Coordinator, realized this predicament, she supported and arranged for staff to visit a migrant camp and two of the families' homes on the following inservice day as a follow-up training activity. Again, this was an awakening for many of the Bailey teaching staff. One participant remarked after the visit that she had a new definition for "poor" living conditions and had a much better understanding of the migrant family lifestyle after experiencing it first hand.

During the third and fourth sessions, staff was asked to complete a questionnaire concerning their own cultural practices and preferences (see Appendix D). A look at personal perspectives on childrearing, practices and preferences in comparison to what families may expect, do, and prefer for their children, is important if teachers are going to create a program that is culturally sensitive (Kendall, 1983). Carol Brunson Phillips (1988) states that teachers must examine values and beliefs that underlie childrearing practices and ways of being in the world and that influence children's learning styles. This is where we discover cultural conflicts and look for alternative teaching practices and attitudes. For the purpose of discussing issues that are important to them, staff was given a small notebook and encouraged to keep a journal of ideas about the children and families they work with and their thoughts and attitudes concerning teaching and classroom practices. At the conclusion of these sessions, staff

conducted a self-assessment concerning their own stage of multicultural/anti-bias growth (see Appendix E).

During the next segment of training, participants were asked to complete a child's culture and interest survey and then complete an individualized planning form (see Appendix F). Multiculutral/anti-bias curriculum includes accepting and respecting each child as an individual. It means recognizing what each child values and holds dear and then building those things into the daily life of your program and classroom environment (York, 1991). We examined samples of group activity plans and took a guided imagery tour based on the curriculum plan to see what it might feel like for a child of a foreign culture coming into the environment for the first time. We then revised the curriculum plan to include items in the environment that the child may be familiar with such as finding a tortilla press, a griddle, and an empty masa container in the dramatic play center, lots of baby dolls and some that look just like the child, picture books that have familiar pictures in them, pictures on the wall that remind the child of their family, etc.. A second, more familiar and student-friendly guided imagery tour of the classroom was then taken.

Appropriate multicultural activities for young children focus on things children are interested in and the concepts they are struggling to understand (York, 1992). Developmentally appropriate multicultural activities will help children acquire social and cognitive skills such as

noticing and labeling feelings, being part of a group, being a friend, resolving conflicts, observing, naming, classifying, matching, comparing, etc. On the basis of these concepts, we took a unit, "Friends," and webbed it throughout the curriculum plan.

Multicultural/anti-bias themes and activities were further explored and holidays and celebrations were discussed during sessions six, seven and eight. Over fifty different activities were shared that help children explore the concept of skin color, notice physical characteristics, explore racial and ethnic constancy, explore similarities and differences, develop social skills and experience culture in the context of daily life. We experienced a few of these activities directly by using children's literature, songs and games.

During the last three weeks of training, follow up activities included staff completing a multicultural/anti-bias classroom rating scale (see Appendix H) and the viewing of "We All Belong," a video that visits the Sydney Lady Gowrie Child Center in Sydney, Austrlia. To visit this center is to experience a quality child care program that is consciously and authentically multicultural (Australian Early Childhood Association, 1993). Staff also made recommendations for program improvements, created a "wish list" of materials for learning centers throughout their classrooms, and generated a list of multicultural/anti-bias and Spanish/English literature.

Practicum Resources

The following resources were required for the successful completion of this training project: space at the training site, a trainer, training supplies such as a flip chart and markers, copying of materials, pencils, presentation handouts and questionnaires, a tape recorder, a variety of music tapes, a Video Cassette Recorder, the video -- "We All Belong," teacher resource books, multicultural/anti bias children's literature, artifacts and classroom materials such as a tortilla press, molinillo, mortar and pestle, a rain stick and various other musical instruments. In addition, the cost of staff coverage was incurred by the delegate agency while the teachers were in training and allowed a break following the training sessions before returning to their classrooms.

Training Evaluation

Evaluations provide us with direct feedback on the reaction to training content and activities. When participants have thoughtful evaluation forms to complete, this is yet another activity for self-reflection and learning (Carter & Curtis, 1994). If training is to continue over a period of time, using a pre-assessment tool, asking questions about the teacher's current knowledge and experiences related to the topic can be informative and help the trainer get to know staff. For planning training as well as for the participant's own learning, pre-assessments can be very

useful. Carter and Curtis (1994) suggested the use of interim evaluations when an extended inservice training was taking place in order to check on how things are going. They also use other assignments that offer ongoing feedback and information about how the training approach may be impacting the participants' learning such as staying alert to teachers' interests, questions, and responses during activities as a steady source of feedback.

The evaluation process for this practicum included process measures, an information survey, a self-assessment and classroom evaluation. The process measures for content, style and materials used, were completed after each segment of training. Segments I, II, and III were evaluated by participants at the end of the fourth, seventh and tenth weeks of training respectively (see Appendix G).

A pre- and post-test information survey was administered concerning migrant families, and the results are reported in Appendix C.

At the end of the second segment, participants were asked to complete a self-assessment of their multicultural/anti-bias growth. Teachers need to continually engage in experiences that enrich their own multicultural learning. They need to examine their knowledge, attitudes and understanding of people of different cultures as well as their orientation toward approaching multicultural learning in the classroom (Banks, 1993). Byrnes (1992, pp. 14-15) states educators have a

responsibility to be models for their students. If they expect students to have a tolerance for differences and be actively against bigotry, they must examine themselves for these same qualities. In their teaching and personal actions, educators must demonstrate sensitivity and respect for cultural differences and a commitment toward creating a pluralistic democracy that fights prejudice and discrimination. The self-assessment used and provided by the Reach Foundation (as cited in Boutte, 1993), asks teachers to evaluate their level of self-awareness, emotional responses to issues, mode of cultural interaction and approach to teaching. The self-assessment and results are reported in Appendix E.

Prior to the third segment of training, a pre-test rating evaluation was administered concerning multicultural/anti-bias materials and practices in the classroom. Due to the fact that the center was closing for the season (November 10, 1994), time ran out before materials could be gathered, physical changes made in the classrooms and for the trainer to provide follow-up consultation. Therefore, a post-test concerning multicultural/anti-bias materials and practices in the classroom was not conducted. However, the pre-test survey results are reported (see Appendix I), and listings of recommended practices and materials were given to the center and delegate agency. These recommendations are reported under the results of the goal and objective they correspond with.

Chapter VI

Results, Recommendations, Conclusions and Dissemination

Results and Staff Recommendations

This practicum was designed to prepare teachers for working with children of migrant families by bridging the gap between home and school and, as an intricate part of this process, incorporating multicultual/anti-bias activities and materials into the classroom environment. The following are the results of the solution strategy and the action taken, listed by practicum goals and objectives. Because the staff recommendations are a vital part of these results, they are included in this section under the goal and objective they correspond with.

Goal I, Objective 1.

To meet the goals of the Migrant Head Start Project it is essential for staff to have an understanding of the cultural background and lifestyle of the children and families they serve. It was reported that often teaching staff do not have this understanding. The goal was to provide staff with this information, and/or how to get it. The outcome objective was that 75% of the participants would be able to report an increase of knowledge concerning the customs, values and culture of the families based on pre- and post-test results of a self-report questionnaire. Appendix B contains

the original questionnaire and Appendix C contains the complete pre- and post-test questionnaire results.

Seven staff members, three administrators and four teachers participated in the pre-test questionnaire. However, only the teachers participated in the post-test questionnaire. Since names were not put on the questionnaires, pre-and post-test questionnaires could not be aligned with each other. Therefore, the trainer tallied the responses separately to the pre- and post-test questions for each category (i.e., agree with agree, disagree with disagree, strongly disagree with strongly disagree, etc.), assigned a percentage rate to the responses according to the total number of participants participating each time, noted the percentage rate of the "most correct response" for each question, and counted the number of questions that fell into the following categories: less than 25%, 25% or more, 50% or more, 75% or more, and 100%. In this manner, the pre- and post-test questionnaire results are reported.

The questionnaire contained twenty questions. Out of twenty questions on the pre-test questionnaire, 2 questions indicated that 100% of the participants were able to answer with the "most correct response," 6 questions indicated that 50% or more of the participants were able to answer with the "most correct response," 8 questions indicated that 25% or more of the participants were able to answer with the "most correct

response," and 4 of the questions indicated that less than 25% of the participants were able to answer with the "most correct response."

When looking at post-test responses of the four participants who completed the questionnaire and comparing answers with the knowledge hoped to be gained by indication of the "most correct response," 8 questions indicated 100% of the participants were able to answer the question with the "most correct response," 8 questions showed 75% of the participants were able to respond with the "most correct response," and 4 questions indicated that 50% of the participants were able to respond with the "most correct response." These results demonstrate that staff increased their knowledge of the migrant family lifestyle. In 16 out of 20 questions on the post-test questionnaire, they were able to respond with the "most correct response" at a 75% or higher rate. In addition, comments made by staff on the process evaluation form for this segment of training stated that the information was "helpful," "understandable" and "informative," and that "the more a teacher is able to get involved with the families and understand them, the better relationships she can have and be effective."

Roundtable discussions, brainstorming and problem solving resulted in staff developing the following recommendations for administrative consideration:

1. Sensitivity training concerning the migrant family lifestyle and cultural influences for staff become a part of preservice training and periodically during inservice training sessions.

2. Arrange for staff to take a field trip and visit a camp(s) where the families live and/or work.

3. Intake information gathered by the Social Service/Parent Involvement (SS/PI) Coordinator concerning family and child information (i.e., size, family members or relatives living in the household, the child's eating, sleeping and toileting habits, etc.) be given to teachers.

4. It was strongly recommended that teachers meet the parent(s) and their child at time of enrollment either during registration or shortly after, but before the child starts in the classroom. This could be done by a home visit, or a short, ten minute parent/teacher/child meeting at registration time, on-site at the center. However, the teacher must have the freedom to talk with the parent and child, and this will take some planning, team work and cooperation from other staff.

5. It is important that teachers become a part of the information gathering process. Teachers can collaborate with the SS/PI Coordinator, or gather further information themselves concerning family traditions, the child's likes and dislikes, family celebrations,

discipline and child guidance methods, age-related responsibilities or expectations, the child's favorite activities, games, people, places, or objects, and information concerning family values, etc..

6. It was determined that teachers need information concerning ways in which families may want to participate in the education of their child. For example, do parents like to read stories, sing songs or play games with their child? Would they be able to share a favorite recipe with the class, save empty food containers, share a particular skill or talent such as gardening, woodworking or playing an instrument? Would they be willing to include their child in meal preparations or in other household activities? This information is important for creating home-learning activities. Would they have time to assist the teacher with a special project, i.e., by cutting out magazine pictures or felt/flannel figures?

7. Information mentioned above does not have to be gathered all at one time, nor should it be. It can be gathered incrementally so as not to overwhelm the parents at the time of enrollment. Time could be set aside for this during home visits, parent/teacher conferences, when sharing Learning Activity Profile (LAP) information and getting parent input on the Child Activity Plan (CAP), or at an open house or after parent meetings. Also, depending on the families and their circumstances, some

information may be gathered through written communication that could be sent home and returned.

8. Put new emphasis and importance on home visiting by teachers. For example, schedule at least one day each month for teachers and teacher assistants to visit each child/family, just as they are scheduled to come to work at a particular time each day. The goal would be that, at least once or twice during the season, a parent/child/teacher interaction occurs at the child's home (safety factors considered). Time set aside for home visits may be part of an inservice day or worked into the teacher's regular work day, but conducted in the early evening, morning or at lunch time as an appointment with the parent/relative can be arranged. Floaters may help take teachers' places when they go out for a home visit.

Goal II, Objective 1.

In order for staff to be effective with the children and families and have a constructive approach to teaching, they must be aware of how their own cultural heritage, family background, childrearing practices, values, beliefs, and professional training influences practices and habits within the classroom. Often, caregivers are unaware that their interactions with children are influenced by these factors. Consequently, they must start with their own experiences, taking the first step towards developing

cultural sensitivity by allowing time to reflect upon daily caregiving routines and analyzing the underlying assumptions (Chang and Pulido, 1994). A conversation about what we are doing with children, why we are doing it, how we can do it better or be more conducive to fostering a home-school learning environment, can then follow. The outcome objective was for 75% of the participants to be able to identify five ways in which the dominant cultural practices influences their method of teaching, communications and relationships with others.

Appendix D contains the Staff Self-examination/survey of Cultural Practices and Preferences used to introduce topics for discussion. It was discovered that staff cultural values, beliefs, and training were obvious in some practices and more subtle in others. All participants acknowledged that due to their own background they care for children in different ways. Everyone agreed that what they did with children they did either because of program or Head Start rules, their set of rules for appropriate behavior due to upbringing, experience, personality/style, or what they had been taught that works best in early childhood settings.

Five topics identified and discussed by the group that resulted in recommendations for program change are:

1. The cultural background of the families served often emphasizes interdependence vs. independence.

Interdependence teaches mutual obligations, belonging, and

cooperation. However, teaching practices emphasize independence, children feeding themselves, taking care of themselves and their belongings, and asking for what they want. This may not be what children experience at home. Why we teach independence, and how we go about it, needs to be discussed with parents. For example, we encourage children to feed themselves with a spoon or fork; therefore, in the beginning, some children do not eat well at school. Their weight drops and parents become concerned. What are their meal time habits? Do older infants and young toddlers eat finger foods at home? Do children eat with utensils or do they use tortillas? Do they sit down and eat family style or are they served? Do they eat walking around while they are playing or do they eat outside? Some children do not understand why they cannot take a piece of bread to their cot and lie down with it or walk around the room with food in their hands.

Staff realized that it is important to recognize that family customs and habits may cause potential conflicts. It was suggested that a "snack center" be introduced whereby children would help themselves to a snack, eat with one or two others and on their own time schedule, as it fit in to their other activities. This would also be more closely aligned to the children's upbringing and ways

of eating, yet introduce them to new ways. Family style dining, a Head Start requirement, could be reserved for lunch time.

2. Staff noted that diaper changing procedures have become very sophisticated and sanitary. It can be disconcerting to a young child to be put on a diaper-changing table and see an adult coming over to him/her with white gloves on. Do they have diaper changing tables at home or are gloves used by their parents? These procedures may remind children of going to the doctor's office. Also, parents coming into an infant or toddler room for the first time, watching teachers carry out diaper changing procedures may not know why they are doing it in such a manner. Is it because their child is dirty or untouchable? So, how do teachers carry out diaper changing procedures to make it a warm, pleasant, individual and positive learning experience for the child? These policies and procedures can be explained to parents so they know why staff are required to do it the way they do. At home, they may change their child on the couch, bed or floor. Do they wash their hands or the child's hands afterwards with wipes or soap and water? Staff can also encourage parents to incorporate certain practices used in the school environment at home.

3. Toilet teaching/training means different things to different people. In cultures where interdependence is important, adult and

child are partners and the adult reads the child's signal and trains the child to let go at a certain time or to a certain cue. This approach works best without diapers or complicated clothing such as overalls and may happen when the child is very young.

The American culture tells parents that children are to be potty trained sometime between the ages of 18 months and 3 years. Our early childhood training closely agrees with this time schedule. Sometime before the child's third year birthday, toilet teaching should begin. However, children need to be old enough to walk, talk, hold on to urine and feces, let go after getting clothes off, and wash their hands, then they can be taught how to use the commode. Our culture further tells parents that, after the age of three if a child is not using the commode, there is a "problem."

The issue the staff wanted to bring to the attention of administrators was the appropriateness of toilet teaching for migrant children. It was agreed that parents want teachers to teach their children how to use the commode as early as possible. However, what kind of partnership with parents for this process exists? Parents and teachers need to practice similar techniques if toilet teaching is to be effective, positive and a successful experience for the child. Most of our families use communal bathrooms that may not be a part of their immediate living

quarters. Therefore, they may use Pampers at home, yet prefer that the teacher train their child to use the commode at school. This can be confusing for the child and frustrating for children and teachers. One suggestion was to draw up a plan for toilet teaching that includes a dialoge with parents, their participation, providing potty chairs that parents can "check out" and borrow if they like, and providing wipes for washing hands if running water is not immediately available.

4. How can we create a home-like atmosphere for infants that reflects more sensitivity to the population of those that we serve? For a start, the way we hold and carry babies can be improved. It was noted that mothers will often wrap their babies up and carry them in a sling type carrier in the front. Front, snugly baby carriers could be purchased and used for children under the age of six months. Hammocks, or swings/chairs can be used indoors and out. Children who are not used to sleeping in cribs or not use to sleeping alone, can be offered a temporary, alternative sleeping arrangement such as being put down on a mat or in the play area on a mattress.

Another conflict noted by the staff was that some babies seem to want to be held all the time. When caregivers put them down on the floor to play with objects and toys they become upset

or do not move. Safety issues such as dirt, germs and drafts are minimal at the center, but at home they may not be. We all know that children must be given the freedom to move, as it is vital to their development. They must not spend all their time in an infant swing, high chair, in an infant seat or being held. In this case it is important for teachers to be culturally sensitive to the family and their living conditions. Staff recognized that it is important to discuss children's developmental learning needs with parents. In this way, ideas may be generated and activities developed that can be used to encourage the child's "gross motor skills " at home. These ideas can then be noted on the child's individualized activity plan as home-learning activities.

5. Teachers seem to struggle with group management techniques and individual child discipline. How they (teachers) were raised, their values, taught techniques and the East Coast Migrant Head Start positive discipline policy, have not always coincided with each other. In addition, proposed guidance techniques may not correspond with the child's cultural or home discipline. It is important to know if discipline occurs in the home setting, who disciplines and how it is done. This will help develop individual strategies for children as well as group management techniques.

As children live in camps, we know that communal living

arrangements prevail. Older children are often given the task for watching out for younger children and may be a powerful authority figure in the eyes of a younger child. Also, depending on if the child is a male or a female, there may be different cultural and family expectations that will effect how that child is treated and responds to discipline. This is a topic that needs to be discussed further and creative ideas developed for pro-active curriculum used for discipline and management techniques in the classroom.

Besides generating the above recommendations, staff conducted a self-assessment concerning their own stage of multicultural/anti-bias growth. Appendix E contains the self-assessment and the results. This ended the first segment of training and staff completed a process evaluation form. The summary and mean results are reported in Appendix G.

Goal III, Objective 1.

Staff strive to make parents and children feel welcome and accepted when they come to the center. The goal is to build a home-school connection by creating a nurturing, friendly and home-like environment. A personal relationship, two-way conversations, use of the

home language and an environment that has familiar practices, objects and activities in it, will help convey these messages.

To incorporate opportunities within the classroom and center environment in which family relationships can be built, teachers explored ways to gather information, use the information to plan classroom activities and home-learning activities to make them a part of the daily routines or plan parent meetings and family events. The outcome was for 75% of the participants to be able to report and identify ways of creating ongoing home-school connections. They worked as a group on this activity and were not tested individually as to content of knowledge gained. The following is what took place and the results for Goal III, Objective 1.

The activity required staff to complete a Child's Culture and Interest Survey and then relate the child's interests to an individualized planning form (see Appendix F). Emergent curriculum, curriculum based on the children's and teachers' interests and needs, and integrated throughout learning centers is core to providing home-school relationships. To do this, children must be given time and encouraged to talk about what they see, do and like (i.e., What are they interested in...dinosaurs, Power Rangers, super heroes?). The outcome of the above activity was (a) children can be encouraged to draw pictures, dictate or write stories about themselves, their families, the things they like to do, or

play with, feel or care about; (b) these topics or interests as well as songs, games, family customs, special foods can be incorporated into everyday learning experiences; and (c) these activities can be incorporated into teaching basic concepts such as colors, numbers or enhancing areas of development such as gross and fine motor skills, social/emotional and cognitive development.

Program practices examined to assist in creating a more culturally sensitive environment and building family relationships resulted in the following recommendations:

1. Examine the intent and contents of menus to see if they contain food items children will eat, what is familiar to them and if food is arranged into one or two main dish items verses many different items on a plate (note: it was discussed that when children have many separate items on their plate, they tend to pick one or two of them to eat and ignore others). Our migrant children love to eat spaghetti, chicken, rice, burritos, pizza, fish sticks, corn, fruit and certain other items because they are familiar with the food, how it is prepared, it is what they like, or because there is only one or two main items that contain both the protein and vegetable or fruit components. This may also have something to do with how their food is prepared and served to them at home. The goal is to provide children with healthy meals they will tend to eat. Staff

agreed that children need to be introduced to new foods and various types of food. However, the issue is do we consider who they are, what they are use to, and should the menus contain 70% foods they enjoy, are familiar with, or are prepared in a way that they will eat them?

2. Teachers want to involve children more in snack preparations. There are many stages of involvement, depending on the age and ability of the children in the group. Thought and planning should be given to introducing ethnic and healthy foods at this time. It has been observed that when children help prepare the food, even if it is something new or a food they are not use to, they will be inclined to try it. Snack preparation can be related to the curriculum theme, be a culmination of a science project, or be in anticipation of a class, center or family celebration.

3. We must give greater thought to how and what we celebrate with our families. What are special days and times for our families? Do they celebrate birthdays, famous people's birthdays, milestones, Independence Days, graduations or transitions, the end of a growing or picking season, etc.? We must also ask ourselves, are we having the celebration for parents, the teachers, the administration or the person who insists we have a cultural celebration? Is it because the greater society dictates it

(commercial holidays) or is it principally for the children? Most preschool graduation activities are designed for parents and teachers, not for the children. Do practices for celebrations violate good early childhood practices? Do they emphasize child choices, good nutritional habits, positive mental health, etc.? For example, at some early childhood graduations the entire activity is adult dominated. Children cry, parents are embarrassed, the atmosphere is tense and the children are bored and do not have a choice whether or not to participate in the activities.

Staff contemplated the myths/stereotypes that are important to understand and avoid when sponsoring an event. They also considered how to include families in the planning so that songs, games, activities, ideas and food reflects their culture and what is important to them.

4. It was recommended by staff that an open house be held the second or third week of the program and that parents be allowed to spend most of their time in their child's classroom. Parents need time to hear about and understand classroom procedures and ask questions or raise concerns. Teachers can plan presentations for classroom explanations or have a "show and tell" time. Teacher assistants can guide children in play while teachers, for example, explain diaper changing procedures, the purpose of learning

centers, go over the menu, daily schedule, or activities that will be emphasized to teach independence and self-help skills. Topics that might cause cultural conflicts, procedures used in the classroom and other information that parents may want to know about, are important to talk about. Not all issues can be discussed with parents in one evening; therefore, a list of topics can be formulated and covered over time.

5. To build continuity in the child's life and to build and continue parent partnerships, staff felt that it may be helpful for teachers to move up to the next age level and work with the same core group of children the next season. If considered, this could be done several ways, i.e., infant and toddler teachers' cycle with each other, and preschool teachers' cycle with each other so that the child can have the same teacher for two or more seasons. It appears that more families are returning to the area year after year. New families come into the program but will often return the following year. Also, the new 1995 eligibility guidelines will allow a parent to qualify for services, two years at a time.

6. Participants suggested that center component/administrative staff discuss program procedures that may cause cultural conflicts on a regular basis and open it up for discussion with teaching staff. This will demonstrate thoughtful thinking, problem solving, team

work, component integration, sensitivity to the children and families the staff are working with, and creativity and awareness of cultural factors. It will also demonstrate good early childhood practices and will show improvement towards building a more culturally sensitive environment, and a more progressive multicultural/anti-bias curriculum philosophy.

Goal III, Objective 2.

Activities that focus on children's interests and the concepts they are struggling to understand are appropriate for building a multicultural/anti-bias curriculum. Basic early childhood activities such as creative arts, language arts, dramatic play, cognitive games and group experiences can emphasize multicultural/anti-bias concepts. The objective was for teachers to develop an understanding of these concepts and be able to incorporate them into the curriculum using appropriate themes and activities. The outcome was for participants to be able to identify five examples and incorporate them into group activity plans.

Multicultural concepts appropriate for young children were identified by participants: some of these were (a) everyone is important; (b) people are different; (c) people are similar; (d) we can learn about the daily life of people we know; (e) families live in different ways; and (f)

many different people live in our community. These concepts were then used in group activity plans with the following themes and activities:

1. Theme(s) -- "I'm Me and I'm Special" or "Friends."

Name of Activity -- "Sound Choice."

This activity develops language and listening skills and helps children notice differences in how people speak. Children speak into a tape recorder and identify each other's voice. Teachers, parents and other staff, such as the children's bus driver, can also be recorded for identification. Pictures of the speakers can be added and children can match voices with the speaker, developing cognitive skills. This activity can be used as a group time experience or set up in the language center for children's independent use.

Multicultural concepts being taught are people are similar, people are different, people use different languages and sounds to communicate, etc..

2. Theme(s) -- "Clothes We Wear" or "Holidays and Celebrations."

Name of Activity -- Daily Life and Celebrations.

This is a sorting activity that will develop children's cognitive and language skills. It is also an activity that will develop social skills, assisting children with identifying people as being a part of a

group and showing pride in that identification. It can be introduced during a group time experience and set out for the children to use during free play. Pictures of people of different cultures are available in a file folder. Some are engaged in daily life activities wearing street clothes, living in the here and now, and some are celebrating events or holidays, wearing special clothing or ethnic costumes. The file folder is labeled on the left side, "Everyday Life" and on the right side, "Celebrations." On the back of the pictures, the culture and the event taking place is written. Children sort pictures of people into the appropriate category, and ask questions or describe what the people are doing.

Examples of multicultural concepts being taught from this activity are we can learn about the daily life of people we know or those we do not know, people celebrate in different ways, and many people live in our community.

3. Theme(s) -- "Our Community" or "Holidays and Celebrations."

Name of Activity -- "Masks."

This is a creative art activity that will help children develop fine motor skills and imagination. The end product can be used for dramatic play or in conjunction with movement and music activities. The activity is introduced to children by letting children

know that people use masks for many different things (not just at Halloween time). Sometimes masks are worn so that no one will know who they are, to keep faces safe, to create a new character or image, or used as part of a costume during special ceremonies and festivals. A variety of masks can be available for children to explore. By setting out mask-making materials in the art area, such as poster board cut into circles and ovals, scissors, yarn, feathers, sequins, paint, markers, scrap construction paper, sample pictures of various types of masks, etc., children can be encouraged to make their own mask.

Multicultural concepts being taught are that it can be fun to try new experiences, some things are real and some are pretend, physical appearances change.

4. Theme(s) -- "Families" or "Places People Live."

Name of Activity -- "My Family Comes From...."

This activity enhances a child's self esteem, while developing fine motor, creativity and language development skills. Each child can make his or her own book about their family that includes pictures and stories about where they live, where they came from and where they might be going, activities they like to do with their family, languages spoken at home, simple words in their family's native language, favorite foods, etc.. These books can be read and

shared at group time, kept in the language development center for children to read independently, or in the art or writing center to add more information to as they feel inclined.

Multicultural concepts that are learned through this activity are everyone is important, everyone deserves respect, families live in different ways, and people work together and help one another.

Over fifty different activities were given to teachers to use that covered the concepts of skin color, physical characteristics, help children explore similarities and differences, develop social skills and experience culture in the context of daily life.

Goal III, Objective 3.

Children are continuously developing a sense of self and understanding of the world. It is important for teachers to identify when children begin to notice differences, identify and label physical attributes, and develop attitudes and preferences. Teachers that have an understanding of children's progression of awareness and attitude toward human differences will be able to develop an appropriate multicultural/anti-bias curriculum. The goals for Objective 3 were for participants to reflect on the development of their own racial awareness, identify physical characteristics young children notice, and identify the stages of racial awareness in children and how this has an impact on their

development. The outcome was for teachers to develop practices and plan activities that support the development of racial awareness in children.

Most of us want to deny that children are biased. The truth is they do notice differences and they do not like everyone that they meet. Children will form strong attitudes toward themselves and others. In the early years, the development of self-concept and self-esteem play an important role in learning to recognize and accept others. In the preschool years, intellectual development brings the ability to notice how things are different and alike. In later preschool years and early elementary years, children begin to understand concepts of group membership and physical permanence (York, 1992). Stages of racial awareness were defined:

1. Infants become aware of self, recognize familiar people and show fear of strangers, recognize and actively explore faces to discover "what is me" and "what is not me," develop a sense of trust in the world, and experience and show fear and anger.
2. Toddlers identify self as an individual, experience and show shame, are sensitive and "catch" feelings from adults, and begin to mimic adult behavior.
3. Two year olds identify people with words such as "me," "mine," "you," need independence and a sense of control, classify people by gender, learn names of colors, can tell the difference between black and white, and may begin to use social labels.

4. Three and four year olds are better at noticing differences among people, ask "Why?" questions, are susceptible to believing stereotypes, make false associations and overgeneralize.

5. Fives and sixes understand cultural identity and enjoy exploring the culture of classmates, can identify stereotypes, explore real and pretend, fair and unfair, tend toward rigid thinking and behavior, and show aggression through insults and name-calling.

Growing up in a prejudiced society does impact children's development. When we raise children in a segregated, biased environment they grow up thinking their way is the right way. This type of thinking closes children off from learning about and being able to live side-by-side with those who are different from them. In addition, this thinking produces judgmental attitudes that can result in believing that people who live differently, speak differently, and practice different religions are not only wrong, they are bad (York, 1991). Prejudice also influences self-esteem. Our goal is for children to experience an inner sense of goodness about themselves as worthwhile, capable, lovable human beings. However, this inner sense of self is often lacking and to try to protect themselves, children build their sense of self by focusing on external factors such as what they have or what they can do. Therefore, emphasis was placed on observing children, listening, accepting viewpoints of others including parents, conducting small and large group

discussions with peers and children, and assisting children with communicating their feelings and ideas.

Practices and sample activities that were developed by staff to support the development of racial awareness in children include the following:

1. Include pictures throughout the classroom of the children's families and other families.

2. Infants and toddlers express feelings and learn which feelings are acceptable, which to hide and which to deny based on how their caregiver or parents respond to them. Accept and orally identify feelings for them. Warm, loving care may require some minor adjustments and thinking on our part, such as how we put children down to sleep or where we place them.

3. Allow children to mix playdough colors, or provide them with several colors. Encourage them to mix colors so that their ball of playdough matches their skin color.

4. Collect knee-hi stockings in many shades of tan, brown, black, white, yellow, red, pink etc. Put this collection in the discovery table and encourage children to try them on their hands and arms or their feet and legs. Can they find a stocking that is the same color as their skin? What color do they have? Is it lighter or darker than their skin etc.?

5. Provide children with a wide variety of materials to make puppets. Encourage them to make a puppet that looks like them or someone they know.

6. Provide books in the children's native language and those that reflect their culture. Label items throughout the classroom in both English and Spanish. Non-Spanish speaking teachers can learn key phrases and words to use with the children and their parents.

At the conclusion of this segment of training, the second process evaluation was completed by participants. Comments made by staff included "These classes were very worthwhile and very informative;" "In these sessions I was able to learn different activities to do with the children;" "These workshops were a great help to me in preparing for my job as a teacher." The summary and mean results of the evaluations are reported in Appendix G.

Goal III, Objective 4.

Every center should contain regularly available materials representing the backgrounds of the families in the classroom and then extend beyond to the major groups in the community and the nation (Derman-Sparks & the A.B.C. Task Force, 1989). To create a home-school connection and a multicultural/anti-bias environment, materials that reflect the children, their families and adults of the

classroom, those who are of color, who are differently abled, and who are engaged in nonstereotypic gender activities must be reflected and present. The objective was to explore materials and practices used in the classroom through discussions and the use of a pre-test examination (see Appendix H). The outcome was to incorporate identified changes and then follow-up with a post-test exam as a mean to measure improvements. However, the intended outcome did not take place. Identified changes were not able to be incorporated because the training sessions were ending and the center was closing for the season. As a result, a post-test exam was not administered. The participants did draw up a list of multicultural/anti-bias materials for their classrooms, and these recommendations are included as results for this segment of training.

The pre-test classroom rating scale included thirty-four questions. The first twenty-one questions were concerned with classroom practices. Questions twenty-two through thirty-four were concerned with materials, activities and themes present in classroom learning centers and the group activity plans. Staff had the option of answering each question with a "yes," which would indicate developmentally appropriate practice was taking place, with a "no," which would indicate that developmentally inappropriate practice or no such practice was taking place, or with a "sometimes" which would indicate that effort existed to incorporate the practice.

On the questions concerning program practices, 14 out of 21 were answered by all four of the participants with a "sometimes," which would indicate that effort exists to incorporate the practice. On three questions, staff responded with 2 "yes," and 2 "sometimes" answers. This would indicate that developmentally appropriate practices were in place and effort was being made on a regular basis to improve. On two questions, staff responded with 1 "yes", and 3 "sometimes" answers. Again, this indicates that effort is being made to incorporate the practices. On a question concerning whether the program and environment reflects the children and their culture, staff responded with 1 "yes," 1 "no," and 2 "sometimes" answers. Staff were also divided on whether the children's native language was adequately represented throughout the room and in everyday practices. One participant felt it was adequately used, two teachers said "no," and the third answered "sometimes." The participants' perspectives must be taken into account when considering these responses. They all agreed that more work needed to be done to provide culturally sensitive practices throughout the program.

On questions 22 through 31, concerning multicultural/anti-bias materials and activities used in classroom learning centers, the staff were asked to rate the sophistication of materials and activities per learning center on a scale of 1 to 4, with 1 indicating minimal materials are available and little development has occurred, and 4 indicating above

average materials are present and progressive development has occurred. For the learning centers of art, blocks, music, dramatic play, manipulatives/table toys, science, sensory motor, language development and visual displays, all the participants rated their classrooms at level 2. The one exception was for the construction/woodworking center, in which the teachers were equally divided. The young toddler classroom rated their construction center at level 1, the older toddler or two year old classroom rated this learning center at level 2, and the three and four year old preschool rooms rated their construction/woodworking areas at levels 3 and 4 respectively. The mean rating for classroom learning centers was 2.0, with the exception of construction/woodworking, in which the mean was 2.5. These ratings indicate teachers feel that there is an average amount of multicultural/anti-bias materials in the majority of learning centers, but more materials need to be added.

On questions 32 through 34 concerning multicultual/anti-bias themes, all four teachers reported that "sometimes" themes are used that represent things children are genuinely interested in learning more about. Two teachers answered "yes," and two answered "sometimes" to themes that come from the social world of children such as "Places People Live," "Families" etc.. When asked if themes such as "Let's visit Hawaii" or "Children Around the World" were avoided, three teachers said "yes," and

one teacher responded "no." The pre-test classroom rating scale results are reported in Appendix I.

The follow-up activity to this exercise was listing multicultural/anti-bias materials that were most needed and wanted by the teachers for their classrooms.

1. It was interesting to note that there was a consensus among staff for increasing language development activities and emphasizing literacy throughout the program for children, parents and teachers. To strengthen home-school connections, participants felt that everything in the classroom should be labeled in the child's native language as well as in the dominant language with the use of pictures and words. This practice will assist both staff and children in learning the language, foster sorting and matching skills, and assist with classroom management. Chang and Pulido (1994) stated that programs that do not use a child's home language reinforce existing societal messages that a child's home language has lower status. Keenly aware of status differences, children from language minority families will often refuse to speak the language of the home and cease to continue developing their primary language skills and ability. It was suggested that every classroom have a "My First Spanish Word Book" for teachers to

use as a resource book for labeling, naming objects, identifying activities, and other group time experiences.

It was surprising that there are not more books in the children's native language being used or available. There are many books that are written in both English and Spanish, or simple ones in Spanish that an English speaking teacher can easily learn to read and use. Staff also need more books to assist with multicultural/anti-bias curriculum units and to use throughout the classroom learning centers. A list of books in English and in Spanish, and a list of multicultural/anti-bias books for purchase by the center was developed and given to administrators. This list appears in Appendix J.

2. Besides books, participants felt it essential for every classroom to have a cassette tape recorder not only for fostering language development but for multicultural/anti-bias science, music, and movement activities. Excellent books and tapes noted by the staff include Pete Seeger's "Abiyoyo", Raffi's "Like Me and You," or "One Light, One Sun," Eric Carle's books "The Hungry Caterpillar" (in English and in Spanish), or the "Very Busy Spider." Infants through four year olds should be exposed to a variety of music, dance and movement. Cassette recorders can also be used for children to talk, sing, and listen to in order to

develop further language and listening skills. They can hear themselves, identify others, identify sounds, play games, or learn how to read by following a story.

Other than books and tape recorders, the staff developed a list of materials by learning center. The following list of recommendations were given to administrators:

1. Art Supplies - skin colored crayons, washable multicultural paint and washable multicultural markers; hand mirrors; multicultural modeling clay; fabric scraps, textures and materials representative of various types and cultures for collage projects.

2. Blocks - accessory items such as wooden "special needs children," multi-ethnic families representing different cultures, special Playmobil pieces such as a wheelchair, ramp and child; various transportation toys such as trains, ferries, canoes and helicopters; plastic or rubber animals of the ocean and rain forest; natural items for children to use to build houses, caves and roofs such as corn husks, pine branches, and large tongue depressors.

3. Dramatic Play - a variety of multiethnic dolls; real life objects such as tortilla presses, rolling pins, molinillos, woks, ladles, mortars and pestles; an assortment of food containers such as tea boxes, baskets, rice, flour and potato bags stuffed with batting and

sewn closed, mesh bags; a wide variety of clothing such as serapes, vests, an Indian sari, scarves, hats that can be cleaned or washed, various types of purses or back packs for carrying objects, and material such as batik, tie-dye and madras for creating new clothing; rubber food pieces such as spaghetti, pizza, a variety of bread types, Asian food, Mexican food and others, and empty food containers that children can identify because they observe it being used at home; miscellaneous items such as different types of small and large blankets, a small table cloth, umbrellas, a fishing net, vases, a net or hammock to rock dolls in, and a baby basket carrier or bed.

4. Manipulatives/Table Toys - multicultural children's puzzles, good habits puzzles, non-sexist multi-ethnic career puzzles, and puzzles representing children of various ethnic backgrounds and special needs; sets of graduated, real-life items from our main stream culture and other cultures; other real life objects that can be sorted such as shells, seeds, or (foreign) coins; people and animal Lotto and other matching games.

5. Language Development/Manipulatives - flannel board materials children can create their own faces from to depict differences and similarities in people's physical appearances and emotions (i.e. face pieces that represent a variety of skin tones, eye

colors, boy and girl hair etc.); flannel family sets (i.e. Hispanic, Asian, Black, White etc.); large pictures that can be used at group time of children, families, workers, animals, etc., in different environments doing different activities and living in different ways.

6. Music - a variety of musical instruments such as rain sticks, African talking drums, Central American talking drums and mallets, Latin American guiros and scratchers, a variety of bells etc.; music tapes or records depicting different styles (i.e. rock 'n roll, Dixieland, hammered dulcimer and guitar, rhythm and blues, African music, and folk songs from many cultures).

7. Science/Sensory Motor - many real life objects such as growing herbs, using different types of soil and materials in the sand/water table, introducing spices and scents used in different cultures, or collections representative of different cultures such as coffee beans, whole nuts in the shell which can also be cracked and eaten, dry leaves, or raw cotton, wool, raw silk, and flax for children to compare and sort.

8. Along with the above mentioned items, staff felt it would be advantageous for the center to have several cameras and film available for teachers to "check out" and use for activities to

enhance their room environments, to create children and family -books, etc..

Creating this list helped staff realize that they can collect and save particular items themselves such as pictures, different fabrics, natural materials, used clothing and household articles. By bringing in some of their ethnic or family products, favorite music to share, etc., they can enhance their classrooms with multicultural/anti-bias materials at little or no cost, and do not have to wait for items to be purchased to make changes.

At the end of this segment of training, participants conducted a third and final process evaluation. Comments noted are "I loved this part because, in the transition of home-school, it is very important to have multicultural materials in the classroom that are like things the children have in their homes." "This workshop should be a regular part of training for all East Coast Migrant Centers as well as regular Head Start centers." The evaluation summary and mean results for this segment of training are reported in Appendix G.

Practicum Recommendations

The following recommendations are made by the writer concerning this practicum project:

1. The pre- and post-test questionnaires can be reviewed as to the wording of questions so that the intent is clear and can be more easily understood by participants.

2. Numbers, rather than terms such as "agree," "strongly agree," "yes," "no," "sometimes," can be assigned for answering questionnaires, surveys, and self-assessments. This will give the reporter a clearer understanding of the student's base knowledge and this information can then be more easily compared with knowledge acquired.

3. It is strongly recommended that replication of this training be conducted on a regular, ongoing basis, during inservice training throughout the season. It cannot be replicated on a one-time basis.

4. The length of training can be flexible and be consolidated or presented in stages. The weekly topics were organized to cover the scope of material, but it would be helpful to conduct the training so that participants have the opportunity to discuss chosen topics in depth.

5. Training needs to include classroom observations by the trainer or Education Coordinator, and by the participants as an integrated set of experiences.

6. Center staff can be trained as trainers, to provide group facilitation to other staff during scheduled inservice and/or during "nap time" training.

7. The Program Development Specialist (practicum student), provide follow-up consultation for the participants, and preservice and inservice training for center administrative staff during the 1995 season.

Conclusions and Dissemination

It was the intent of this practicum project to provide training to staff that would enhance their knowledge of the migrant family lifestyle, show how the background, culture, attitudes, and training of staff influence classroom and program practices, stress the value, importance and need for building home-school relationships, and create an interest and awareness of how to include multicultural/anti-bias materials, activities and themes into the curriculum.

The number of consistent participants was small (4), and the training period was short (10 weeks). However, the training was deemed useful by East Coast Migrant Head Start Project, by the center participants, and the delegate agency. A project summary was prepared and submitted to each of these offices. East Coast Migrant Head Start Project has distributed the report to all Program Development Specialists for their use. The center and delegate agency staff are in the process of planning next season's staff training and have decided to include training on the migrant family lifestyle during their preservice training. Other staff recommendations for program changes are currently under consideration.

On the basis of the process evaluations, participants seem to enjoy the training sessions and the intimacy that they provided. The support group model proved conducive for encouraging discussions, problem solving, brainstorming new ideas, sharing feelings and for introducing books, materials and activities. Other data collected indicates that staff developed a better understanding of the migrant family lifestyle and of the families' cultural backgrounds. The staff that participated reported that "they do have a better understanding of issues concerning diversity and what comprises multicultural/anti-bias themes and activities."

A complete copy of the final practicum report will be given to East Coast Migrant Head Start Project.

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Appendix A

Implementation Plan

Schedule of Activities and Evaluation

Week One: Focus Goal I, Objective 1.

1. Before training sessions begin, teachers will be given two self-examination pre-tests by the practicum student. These tests will determine the depth of their knowledge about the families and children they are serving and practices and materials they are currently using in their classrooms to promote a home-school environment and multicultural/anti-bias curriculum. Time needed - 30 minutes.

2. At the first training session, the practicum student will provide the participants with an introduction of the methodology and an overview of training topics. The training workshops will contain activities such as role playing, guided imagery, discussions, guest speakers, questionnaires and self-examinations to help determine the participant's base of knowledge. Time needed - 30 minutes.

3. The training workshop will then provide information to teachers about the migrant family lifestyle and ways in which families transmit culture. We will also explore how this affects the child's process for learning. Time needed - 1.5 to 2 hours.

4. Within the first two weeks of the implementation period, the practicum student will gather information on current multicultural/anti-bias activities and evidence of family and

cultural influence as documented on lesson plans, for information and training. Time needed 1 to 2 hours.

Week Two: Focus Goal I, Objective 1.

1. The practicum student will provide training for teachers on methods and ways to gather information concerning the children and families, and what type of information may be useful as well as informative in order to individualize the curriculum. Teachers will then begin to gather the information in order to use in classroom planning. Time needed - 1.5 hours.

Week Three: focus Goal II, Objective 1.

1. The practicum student will give teachers a self-examination to help identify values, clarify how their child-caring practices enter into the classroom environment and communications with others. Time needed - 20 minutes.

2. Following the self-examination, participants will discuss (a) how their cultural heritage affects lifestyle and practices, what they do and how they do it; and (b) how their training and knowledge of child-caring practices affects their classroom environment and teaching style. Time needed - 1.5 hours.

3. Teachers will be encouraged to keep a journal concerning their thoughts, attitudes, ideas and practices in relationship to the children and families with which they are working. Time needed -

ongoing through the next seven weeks and beyond according to individual preference.

Week Four: Focus Goal II, Objective 1.

1. The practicum student will provide teachers with a training session that will assist them with looking at and comparing possible cultural conflicts that may occur with the children and families they are working with. These may occur due to family standards, the child's experience or classroom strategies. Teachers will reflect on their past behaviors and attitudes, generate possible solutions and action strategies. Time needed - 1.5 to 2 hours.

Week Five: Focus Goal III, Objective 1.

1. The practicum student will provide teachers with ways to explore, incorporate and translate the information they have gathered about the children and families into their individual child activity plans and weekly group lesson plans, through games, songs, discussions, materials in the environment, classroom celebrations and family events. Time needed - 1.5 to 2 hours.

Week Six: Focus Goal III, Objective 2.

1. What multicultural/anti-bias curriculum entails, its purpose, the basic concepts behind it, and how they are incorporated into individual child activity plans and weekly group activity plans will be explored. The use of themes that focus on

multicultural/anti-bias curriculum as well as activities that enhance these themes will also be experienced. Time needed - 1.5 to 2 hours.

Week Seven: Focus Goal III, Objective 3.

1. The training session will focus on developmental stages of racial/cultural awareness that occurs in children: when they begin to become aware of themselves, develop cultural identity and notice human differences. At the end of the session, teachers will be able to identify developmental stages by matching ages with stages of awareness, and identify activities that support the development of racial awareness in children. Time needed - 1 hour.

Week Eight: Focus Goal III, Objective 4.

1. The next two training sessions for the teachers conducted by the practicum student, scheduled for weeks eight and nine, will take an in-depth look into the physical, visual, and aesthetic aspects of the environment, the possibilities that we have to create a home-school connection and promote a multicultural/anti-bias curriculum. Each classroom is designed to meet the developmental needs of the children being cared for in that group. Therefore, individual learning centers set up for the children's use must reflect the ongoing, everyday concepts we want to teach. All learning

centers will be targeted - art, fine motor or manipulatives, private or quiet play areas, special interest areas, language development, science or discovery areas, sensory motor or sand/water, blocks, construction or woodworking, music, dramatic play and gross motor or movement activities. Time needed - 2 hours.

Week Nine: Focus Goal III, Objective 4.

1. Exploration of learning centers and the materials in them not discussed in the previous session will be examined. In addition, themes and specific activities that promote multicultural/anti-bias curriculum will be explored and experienced. Teachers will have an opportunity to participate in games, songs, and activities that can be used in the classroom. Time needed - 2 hours.

Week Ten: Focus - wrap up, post testing, evaluation and feedback

1. The practicum student will complete gathering information concerning multicultural/anti-bias activities that are evident in the classroom environment, family and cultural influence in the classroom, and/or staff representation of the culture and other cultures. Time needed - 2 to 3 hours.

2. A final training session will be conducted for the purposes of feedback, post-testing, and staff evaluation of the training workshops. Time needed - 1.5 hours.

3. Post-testing will include staff's cultural knowledge of migrant families and their children, a self-assessment of multicultural/anti-bias growth completed by participants, documentation of multicultural/anti-bias activities and materials incorporated into the classroom, and the reporting of program practices to promote a home-school relationship.

Appendix B

Migrant Family Information Inventory

Self - Report Questionnaire

Migrant Family Information Inventory

Self - Report Questionnaire

Part I. Respond to the following statements by circling the answer that best indicates your knowledge or attitude about the statements.

1. Migrant families are immigrants or illegal aliens.

strongly agree agree disagree strongly disagree don't know

2. Migrant families represent approximately three different groups of minority cultures that live in the United States.

strongly agree agree disagree strongly disagree don't know

3. Migrant workers have choices about which jobs they want and where they live.

strongly agree agree disagree strongly disagree don't know

4. Migrant farmworkers are respected and the work they do is valued in American society.

strongly agree agree disagree strongly disagree don't know

5. Most migrant families are familiar with and accept the American way when it comes to childrearing practices, day care and education services for their children and health care practices.

strongly agree agree disagree strongly disagree don't know

6. Moving frequently has advantages.

strongly agree agree disagree strongly disagree don't know

7. As it is part of their lifestyle, it is easy for migrant children to get used to moving and changing schools.

strongly agree agree disagree strongly disagree don't know

8. The migrant child's school life can be the most predictable or stable feature of their existence.

strongly agree agree disagree strongly disagree don't know

9. Migrant children are loved and cared for by their parents.

strongly agree agree disagree strongly disagree don't know

10. Migrant children are often victims of neglect.

strongly agree agree disagree strongly disagree don't know

11. The difference in language is not a problem for most migrant families and their children.

strongly agree agree disagree strongly disagree don't know

12. Migrant families could improve their position by accepting and adopting the general American culture.

strongly agree agree disagree strongly disagree don't know

13. Migrants are aware of what support services are available to them.

strongly agree agree disagree strongly disagree don't know

14. Migrants tend to believe that their lives could be better and resent the way they must live.

strongly agree agree disagree strongly disagree don't know

15. Migrant health problems are no different than those of the general population.

strongly agree agree disagree strongly disagree don't know

16. Migrant children have little responsibility in their daily lives.

strongly agree agree disagree strongly disagree don't know

17. Migrants usually recognize the value of education.

strongly agree agree disagree strongly disagree don't know

18. The labor of migrant farmworkers is not necessary as local, seasonal farmworkers could be hired.

strongly agree agree disagree strongly disagree don't know

19. Eventually the need for all migrant labor will be eliminated by machines and the hiring of local farmworkers.

strongly agree agree disagree strongly disagree don't know

20. I would enjoy having a migrant child the same age as my child as a guest in my house.

strongly agree agree disagree strongly disagree don't know

Appendix C

Pre-Test and Post Test

Results of Migrant Family

Information Inventory

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF REPORT QUESTIONNAIRE PRE-TEST
AUGUST 29, 1994
7 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 1:			
Strongly Agree	0	0	
Agree	2	28.57	
Disagree	4	57.1	57.1 - Disagree
Strongly Disagree	1	14.28	
Don't Know	0	0	
QUESTION 2:			
Strongly Agree	0	0	
Agree	3	42.85	
Disagree	2	28.57	28.57 - Disagree
Strongly Disagree	0	0	
Don't Know	2	28.57	
QUESTION 3:			
Strongly Agree	0	0	
Agree	3	42.85	
Disagree	4	57.1	57.1 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE PRE-TEST
AUGUST 29, 1994
7 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 4:			
Strongly Agree	0	0	
Agree	4	57.1	
Disagree	3	42.85	42.85 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 5:			
Strongly Agree	0	0	
Agree	3	42.85	
Disagree	4	57.1	57.1 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 6:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	7	100	100 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE PRE-TEST
AUGUST 29, 1994
7 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 7:			
Strongly Agree	0	0	
Agree	1	14.28	
Disagree	2	28.57	28.57 - Disagree
Strongly Disagree	2	28.57	
Don't Know	2	28.57	
QUESTION 8:			
Strongly Agree	1	14.28	
Agree	2	28.57	28.57 - Agree
Disagree	2	28.57	
Strongly Disagree	2	28.57	
Don't Know	0	0	
QUESTION 9:			
Strongly Agree	0	0	
Agree	7	100	100 - Agree
Disagree	0	0	
Strongly Disagree	0	0	
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE PRE-TEST
AUGUST 29, 1994
7 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 10:			
Strongly Agree	1	14.28	
Agree	2	28.57	
Disagree	2	28.57	28.57 - Disagree
Strongly Disagree	2	28.57	
Don't Know	0	0	
QUESTION 11:			
Strongly Agree	0	0	
Agree	2	28.57	
Disagree	1	14.28	14.28 - Disagree
Strongly Disagree	3	42.85	
Don't Know	1	14.28	
QUESTION 12:			
Strongly Agree	0	0	
Agree	2	28.57	
Disagree	3	42.85	42.85 - Disagree
Strongly Disagree	1	14.28	
Don't Know	1	14.28	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE PRE-TEST
AUGUST 29, 1994
7 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 13:			
Strongly Agree	1	14.28	
Agree	1	14.28	
Disagree	5	71.42	71.42 - Disagree
Strongly Disagree	0	0	
Don't Know	0		
QUESTION 14:			
Strongly Agree	0	0	
Agree	3	42.85	42.85 - Agree
Disagree	3	42.85	
Strongly Disagree	0	0	
Don't Know	1	14.28	
QUESTION 15:			
Strongly Agree	0	0	
Agree	3	42.85	
Disagree	1	14.28	
Strongly Disagree	1	14.28	14.28 - Strongly Disagree
Don't Know	2	28.57	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE PRE-TEST
AUGUST 29, 1994
7 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 16:			
Strongly Agree	2	28.57	
Agree	3	42.85	
Disagree	1	14.28	14.28 - Disagree
Strongly Disagree	1	14.28	
Don't Know	0	0	
QUESTION 17:			
Strongly Agree	0	0	
Agree	2	28.57	28.57 - Agree
Disagree	3	42.85	
Strongly Disagree	2	28.57	
Don't Know	0	0	
QUESTION 18:			
Strongly Agree	0	0	
Agree	1	14.28	
Disagree	1	14.28	14.28 - Disagree
Strongly Disagree	3	42.85	
Don't Know	2	28.57	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE PRE-TEST
AUGUST 29, 1994
7 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 19:			
Strongly Agree	0	0	
Agree	1	14.28	
Disagree	4	57.14	57.14 - Disagree
Strongly Disagree	2	28.57	
Don't Know	0	0	
QUESTION 20:			
Strongly Agree	2	28.57	
Agree	5	71.42	71.42 - Agree
Disagree	0	0	
Strongly Disagree	0	0	
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE POST-TEST
SEPTEMBER 30, 1994
4 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 1:			
Strongly Agree	0	0	
Agree	1	25.0	
Disagree	2	50.0	50.0 - Disagree
Strongly Disagree	1	25.0	
Don't Know	0	0.	
QUESTION 2:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	4	100	100 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 3:			
Strongly Agree	0	0	
Agree	1	25.0	
Disagree	3	75.0	75.0 Disagree
Strongly Disagree	0	0	
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE POST-TEST
SEPTEMBER 30, 1994
4 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 4:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	4	100	100 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 5:			
Strongly Agree	0	0	
Agree	1	25.0	
Disagree	3	75.0	75.0 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 6:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	4	100	100 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE POST-TEST
SEPTEMBER 30, 1994
4 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 7:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	4	100	100 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 8:			
Strongly Agree	0	0	
Agree	3	75.0	75.0 - Agree
Disagree	1	25.0	
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 9:			
Strongly Agree	0	0	
Agree	4	100	100 - Agree
Disagree	0	0	
Strongly Disagree	0	0	
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE POST-TEST
SEPTEMBER 30, 1994
4 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 10:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	4	100	100 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 11:			
Strongly Agree	0	0	
Agree	1	25.0	
Disagree	2	50.0	50.0 - Disagree
Strongly Disagree	1	25.0	
Don't Know	0	0	
QUESTION 12:			
Strongly Agree	0	0	
Agree	2	50.0	
Disagree	2	50.0	50.0 - Disagree
Strongly Disagree	0	0	
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE POST-TEST
SEPTEMBER 30, 1994
4 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 13:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	3	75.0	75.0 - Disagree
Strongly Disagree	1	25.0	
Don't Know	0	0	
QUESTION 14:			
Strongly Agree	0	0	
Agree	4	100	100 - Agree
Disagree	0	0	
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 15:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	1	25.0	
Strongly Disagree	3	75.0	75.0 - Strongly Disagree
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE POST-TEST
SEPTEMBER 30, 1994
4 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 16:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	3	75.0	75.0 - Disagree
Strongly Disagree	1	25.0	
Don't Know	0	0	
QUESTION 17:			
Strongly Agree	0	0	
Agree	3	75.0	75.0 - Agree
Disagree	1	25.0	
Strongly Disagree	0	0	
Don't Know	0	0	
QUESTION 18:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	2	50.0	50.0 - Disagree
Strongly Disagree	2	50.0	
Don't Know	0	0	

RESULTS OF MIGRANT FAMILY INFORMATION INVENTORY
SELF-REPORT QUESTIONNAIRE POST-TEST
SEPTEMBER 30, 1994
4 PARTICIPANTS

RESPONSE	TOTAL	% OF TOTAL	% OF MOST CORRECT RESPONSE & RESPONSE
QUESTION 19:			
Strongly Agree	0	0	
Agree	0	0	
Disagree	3	75.0	75.0 - Disagree
Strongly Disagree	1	25.0	
Don't Know	0	0	
QUESTION 20:			
Strongly Agree	0	0	
Agree	4	100	100 - Agree
Disagree	0	0	
Strongly Disagree	0	0	
Don't Know	0	0	

Appendix D

Staff Self Examination:

Cultural Practices and Preferences

Staff Self Examination: Cultural Practices and Preferences

Culture influences childrearing practices and as a result, people from different backgrounds have differing ideas about what constitutes quality child care. The methods used for caring and educating young children that may be considered desirable by one person may not be desirable by another. For example, guidance strategies believed in some cultural settings to be essential to healthy growth may be considered inhumane and destructive in others. Therefore, it is easy for us, as child care working professionals, to be biased by our cultural assumptions, background and education. The purpose of the following questions are to allow you to think about your background and how it influences your caregiving practices.

Part I. Self Examination

Use a separate piece of paper to write your answers.

1. Where did your family originate and what was it like?

2. Was your family highly mobile, or did you live in the same community most of your life? Did you have contact with extended family members?

3. Did you come from a democratic family with members sharing in decision-making, or did one family member have most of the power and authority to make decisions?

4. Is your career important and rewarding to you? Or does your personal fulfillment come mainly from recreational activities, or involvement with your family?

5. How do you see yourself? (i.e., What is your greatest asset, your greatest need, and what makes you happy or what makes you unhappy)?

6. What are your greatest accomplishments?

7. What things do you look for in a friend, and what makes you a good friend?

8. What kind of people do you have difficulty getting along with?

9. What thing are you most afraid to talk about?

10. What is your attitude toward daycare? (i.e., Is daycare a public place where staff should be respected? Is day care part of a modern extended family network for the child?)

11. What is your concept of infancy? (i.e., Is it the first twelve months of life, the first two years of life or the first five years of life?)

12. Do you believe children should be encouraged to be independent?

13. Have you ever experienced discrimination, a lack of opportunities, violence or police hostility?

14. Do you live in a safe environment?

15. Are you present-time, "here and now" oriented, or are you past or future oriented?

16. How important is cleanliness to you?

17. What are your feelings on personalism - the inner person verses outer achievements?

18. What is your style of communication? (i.e., Do you believe in self-expression and expressing your feelings or keeping your thoughts to yourself?)

19. What do you believe is the most important aspect of child discipline? (i.e., Should a child learn to respect his/her elders, be given freedom to explore consequences, be strongly motivated towards good behavior, learn how to reduce conflicts and foster harmony, etc.?)

20. Do you feel you have a healthy self concept? What has helped it or hindered it?

21. What characteristics of addictive systems are present in your family or work place?

22. What do people respect you most for?

23. What do you believe has been the most important influence in the development of your attitudes?

24. In what relationships have you felt oppressed, or that you have oppressed others?

25. What things do you hope to accomplish in your lifetime?

Part II. Self Examination

This activity allows you to think about caregiving routines, procedures, diversity, alternatives and possible consequences. Read through the list and ...

a.) **Circle** those practices that would be the easiest to change.

b.) Put a **star (*)** next to those practices that you could never do.

c.) **Underline** those practices that would be the most difficult to change.

1. What would happen if we considered different family systems in the design of an early childhood program?

What if we created mixed-age groups?

What if we allowed siblings to stay together during the day?

What if we allowed a child to visit his baby sister?

2. What would happen if we respected the power structure of various families?

What if we allowed the children to participate in making the classroom rules?

What if we invited the child's mother and grandmother to the parent/teacher conferences?

3. What would happen if we respected how parents work and how social status influences their parenting?

What if we allowed the children to be more physically active during free-choice play?

What if we granted parents' requests that their child not go outside today or take a nap?

4. What would happen if we considered parents' attitudes toward teachers?

What if the children were to call you by your first name?

What if the children were to use a title of respect to identify you?

5. What would happen if we recognized that child development theories and developmentally appropriate practices are culturally biased?

What if we held a baby instead of putting her on the floor?

What if we allowed parents to decide when their child is ready to be toilet trained?

What if we allowed toddlers to have bottles, pacifiers, or blankets to carry around with them?

6. What would happen if we incorporated values from different cultures into our program?

Instead of encouraging babies to play with toys and objects, what if we played touching and "people" games with them?

What if we allowed children to bring toys from home?

What if we didn't make children share?

What if we taught children to be interdependent instead of independent?

7. What if we modeled different styles of communication?

What if we casually told stories throughout the day to make a point or teach a concept?

What if we allowed children to show and act out their anger?

8. What if we recognized that some parents choose child discipline methods that are part of their culture?

What if we tried humor and gentle harassment with some children?

What if we lowered our voice and talked very softly when disciplining some children?

What if we used "if...then..." statements with some children?

Appendix E

Self Assessment

of Multicultural/Anti-Bias Growth

and the Results

Self Assessment: Multicultural/Anti-Bias Growth

For each category listed, check the stage you feel best represents your perspective and/or where you feel you are in the process of learning about multicultural/antibias practices.

	Stage I	Stage II	Stage III
Level of Self-Awareness	My perspective is right (the only one)	My perspective is *one* of many	My perspective is changing and being enhanced
Emotional Response to Differences	Fear Rejection Denial We're all alike	Interest Awareness Openness	Appreciation Respect Joy Active seeking
Mode of Cultural Interaction	Isolation Avoidance Hostility	Integration Interaction Acceptance	Transforming Internalizing Rewarding
Approach to Teaching	Eurocentric/Ethnocentric Curriculum	Learning about other cultures	Learning from other cultures

BEST COPY AVAILABLE

SELF-ASSESSMENT: MULTICULTURAL/ANTI-BIAS GROWTH
PROVIDED BY: REACH FOUNDATION (AS CITED IN BOUTTE, 1993)
OCTOBER 11, 1994
 # OF PARTICIPANTS: 4

	STAGE 1	STAGE 2	STAGE 3
1. Level of awareness:	My perspective is the right way.	My perspective is one of many.	My perspective is changing and being enhanced.
Participant responses/%	0/ 0.0%	3/75.0%	1/25.0%
2. Emotional response to differences:	Fear, rejection, denial, we're all alike.	Interest, awareness, openness.	Appreciation, respect, joy, active seeking.
Participant responses/%	0/0.0%	2/50.0%	2/50.0%
3. Mode of cultural interaction:	Isolation, avoidance, hostility.	Integration, interaction, acceptance.	Transforming, internalizing, rewarding.
Participant responses/%	0/0.0%	4/100%	0/0.0%
4. Approach to teaching:	Eurocentric/ethocentric curriculum	Learning about other cultures.	Learning from other cultures.
Participant responses/%	1/25.0%	3/75.0%	0/0.0-%

Appendix F

Child's Culture and Interest Survey

and

Individualized Planning Form

Child's Culture and Interest Survey

Think of one child in your classroom and, on a separate piece of paper, respond to the following statements and questions.

Child's Name: (first name and last initial)

1. Describe the child's cultural background, family or special customs.

2. Describe the child's home life situation (i.e., How many brothers and sisters does he/she have? What are their ages? What are their living arrangements? Does he/she have extended family members living near by or with him/her? Where did the family migrate from? etc.).

3. What are the child's favorite foods and eating habits?

4. What is the child's preferred way of expressing self and comforting himself/herself?

5. What are the child's favorite objects or toys to play with at home or at school?

6. What are the child's favorite things to talk about or in other words, what does this child enjoy?

7. What are the child's favorite indoor or outdoor learning areas/centers?

8. What are the child's favorite activities, songs or games?

9. If you were going to plan a day just for this child, what would it be like? What would you do when the child arrived? What would be the sequence and duration of the activities?

Individualized Planning Form

Using the information gathered on the Child's Culture and Interest Survey, plan an activity that promotes the child's development in each of the following areas:

Child's Name: (first name and last initial)

A. Large/Gross Motor Development (indoor or outdoor activities):

B. Small Muscle/Fine Motor Development:

C. Self-help Skills:

D. Language Development:

E. Cognitive/Intellectual Development:

F. Social Development:

G. Emotional Development:

H. Sensory Motor Skills:

Appendix G

Process Evaluation Form and Results:

Segments I, II, and III

Migrant Head Start

Evaluation of Training

Please complete the following evaluation form. Your comments will help us assess the effectiveness of training and will assist us in future planning.

♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣♣

Name of Trainer:_____ Date:_____

1. Was the information presented clear?

1	2	3	4	5
Not at all				Very Much

2. Were the materials helpful?

1	2	3	4	5
Not at all				Very Much

3. Did you gain new information that can affect your current workplace?

1	2	3	4	5
Not at all				Very Much

4. Was the trainer knowledgeable of the subject matter?

1	2	3	4	5
Not at all				Very Much

5. Did the trainer provide an atmosphere conducive to participation?

1	2	3	4	5
Not at all				Very Much

6. What are your suggestions for improvement?

7. Additional comments:

PROCESS EVALUATION RESULTS
SEGMENT I
OCTOBER 7, 1994

Segment I of Training: Culture and the Migrant Family Lifestyle; Examining ones own values, background and culture, cultural conflicts and problem solving

QUESTION	PARTICIPANTS				SUM	MEAN
	A	B	C	D		
1. Was the informatioin presented clear?	4	5	4	5	18	4.5
2. Were the materials helpful?	5	5	5	4	19	4.75
3. Did you gain new information that can affect your current workplace?	5	5	5	5	20	5
4. Was the trainer knowledgeable of the subject matter?	5	5	5	5	20	5
5. Did the trainer provide an atmosphere conducive to participation?	5	5	5	5	20	5
6. Suggestions	—	—	—	—		
7. Comments	Informative workshops	Helpful workshops. They were informative. I enjoyed them.	The more a teacher is able to get involved with the families and understand them, the better the relationship she can have and be effective.	Everything was very understandable. The classes were complete and very fulfilling.		

PROCESS EVALUATION RESULTS
SEGMENT II
OCTOBER 20, 1994

Segment II of Training: Child Activity Plans and Group Activity Plans - Incorporating the childrens' and families' interests and lifestyles into the curriculum; developmental stages of children's awareness; multicultural/anti-bias concepts, themes and activities.

QUESTION	PARTICIPANTS				SUM	MEAN
	A	B	C	D		
1. Was the informatioin presented clear?	5	5	5	5	20	5
2. Were the materials helpful?	4	5	5	5	19	4.75
3. Did you gain new information that can affect your current workplace?	5	5	5	5	20	5
4. Was the trainer knowledgeable of the subject matter?	5	5	5	5	20	5
5. Did the trainer provide an atmosphere conducive to participation?	5	5	5	5	20	5
6. Suggestions	These classes were very worthwhile and informative. Therefore, I have no suggestions for improvement.	—	—	—		
7. Comments	—		In these sessions, I was able to learn different activities to do with the children.	These workshops were a great help to me in preparing for my job as a teacher		

PROCESS EVALUATION RESULTS
SEGMENT III
NOVEMBER 10, 1994

Segment III of Training: Incorporating into the classrom environment and individual learning centers home/school materials that are multicural and anti-bias. A look at where we are and where we are going.

QUESTION	PARTICIPANTS				SUM	MEAN
	A	B	C	D		
1. Was the informatioin presented clear?	5	5	5	5	20	5
2. Were the materials helpful?	5	5	5	5	20	5
3. Did you gain new information that can affect your current workplace?	5	5	5	5	20	5
4. Was the trainer knowledgeable of the subject matter?	5	5	5	5	20	5
5. Did the trainer provide an atmosphere conducive to participation?	5	5	5	5	20	5
6. Suggestions	—	—	—	This workshop should be a regular part of training for all East Coast Migrant Centers, as well as regular Head Start Centers.		
7. Comments	I loved this part because, in the trainsition of home-school, it is very important to have multicultural materials in the classroom that are like things the children have in their homes.	This course helped me a lot to improve in the classroom.	—	These workshops were a great help to me in preparing for my job as a teacher.		

Appendix H

Building a Home-School Connection

Multicultural/Anti-Bias Classroom Rating

Building a Home-School Connection

Multicultural/Anti-Bias Classroom Rating

Circle the most correct answer for your classroom.

1. Staff initiate activities and discussions to build positive self-identity.

Yes No Sometimes

2. The environment and materials in the classroom reflect the children and their cultures. Children see pictures of themselves, their families and their communities; hence, they are given the message that who they are and where they come from is valued.

Yes No Sometimes

3. Staff make it a consistent practice that a person's identity (age, race, ethnicity, family life, physical appearance, and ability) is valued, acknowledged, and represented in images and activities.

Yes No Sometimes

4. Staff talk positively about each child's physical characteristics and cultural heritage.

Yes No Sometimes

5. Classroom staff is representative of the culture, and the child's home language is used in the classroom to support the child's identification with her or his family and culture.

Yes No Sometimes

6. Staff engage in regular communication with the families they are serving.

Yes No Sometimes

7. Children experience child care that is in harmony with what goes on at home. Staff initiate similarities or patterns of care and learning to provide consistency and continuity between home and school.

Yes No Sometimes

8. Staff provide books, dolls, toys, dress-up props, photos, pictures, and music that represent diverse images of families children may not likely see but reflect the community and world they live in.

Yes No Sometimes

9. Staff initiates opportunities for exploring and valuing similarities and differences.

Yes No Sometimes

10. The environment, schedule and activities are modified to meet a child's special needs. For example, the daily program is modified, as needed, with materials and equipment, use of supportive services and individualization of activities.

Yes No Sometimes

11. Multiracial, nonsexist, nonstereotyping pictures, dolls, books and materials are available.

Yes No Sometimes

12. Staff allow time for older toddlers and preschoolers to talk about what they see, do and like?

Yes No Sometimes

13. Staff help children develop awareness by reflecting their experiences and talking about feelings.

Yes No Sometimes

14. For infants and young toddlers, staff describe children's and adult's actions and the events that occur in the child's environment, expand their utterances and answer their questions, by engaging in meaningful conversations about everyday experiences.

Yes No Sometimes

15. Toys and items are labeled in the room with pictures and by written words in the children's native language, as well as the dominant language.

Yes No Sometimes

16. Staff read books and poems from various cultures, tell stories about experiences, talk about pictures, and write down experiences the children dictate.

Yes No Sometimes

17. Staff cook and serve foods from children's various cultural backgrounds.

Yes No Sometimes

18. Staff invite parents and other visitors to share arts, crafts, talents, their time, music, stories etc..

Yes No Sometimes

19. Staff take preschool children on field trips to museums and other cultural resources within the community.

Yes No Sometimes

20. Staff provide learning centers and private areas for children where they can play with others or work alone in a home like atmosphere.

Yes No Sometimes

21. Staff is aware of parents' expectations for their child(ren).

Yes No Sometimes

Continue by circling the number of the set of answers that most adequately describes the materials available in each learning center in your classroom.

22. Art Area:

1 - no art area or art materials available only in primary colors;

2 - art area with magazines, skin-color crayons or markers, construction paper or collage materials;

3 - in addition to the above, skin-color paint, rice paper for painting, red clay, and fabric scraps or textures that are representative of the children's cultural background are added.

4 - skin-color play dough, hand mirrors, collage materials such as magazine pictures and materials that represent people from various cultures are added; area also includes visual displays illustrating art work, color schemes and patterns of the children's culture and other cultures.

23. Block Area:

1- have blocks, but few block accessories or they are all Euro- American;

2 - block area exists with two or more types of blocks, .multicultural people figures and common transportation toys;

3- a variety of transportation toys have been added, animals and pictures, or other props that represent life in various countries;

4 - raw materials such as cardboard boxes, canvas, string, tape, leaves, husks, craft sticks, etc., have been added for creating roofs, houses and fences, and books for children to browse through about various modes of living are available.

24. **Music Area:**

1 - no defined music or listening area is evident, or materials are stored out of children's reach and there is a limited selection of music;

2 - music area exists, a record player or tape recorders children can operate are available; a small selection of folk music is evident; teachers sing some songs from child's culture and have access to a set of rhythm instruments;

3 - a wide variety of music has been added; songs from other cultures are sung and taught; songs about diversity, acceptance, and cooperation are taught; and a wide variety of rhythm instruments are available;

4 - music is added from the children's homes, songs are taught about taking action and fairness; children are given access to a real

drum and other ethnic instruments; at times a variety of music is played during free play and nap time; children make their own instruments; children dance or move to various types of music.

25. **Dramatic Play:**

1 - dramatic play materials not often used, no multi-ethnic dolls available, no full-length mirror;

2 - dramatic play area includes a set of multi-ethnic dolls, full-length mirror, male and female hats, purses or other types of carrying containers and clothing;

3 - multi-ethnic food containers representative of the children's culture, cooking and eating utensils, multi-ethnic clothing, hats, shoes, etc., and clothing that depicts various occupations has been added;

4 - miscellaneous props that give this area a home like feeling and is representative of various cultures (i.e., woven mats, rugs, blankets, a table cloth, fishnetting, a hammock etc.) have been added; materials for the children to create their own houses with such as crates, large hollow blocks, card board boxes, or large pieces of fabric are available, and pictures, wall hangings and artifacts representing family life of the children's culture are evident.

26. Manipulatives/Table Toys:

1 - few table toys are available or manipulatives are stored out of children's reach, toys are kept in their original container;

2 - manipulative area is equipped with multi-ethnic puzzles, and toys are out of original container;

3 - various games and activities have been added that teach visual discrimination, alike and different, matching, sorting, and recognizing symbols; also, teacher made games and materials are evident;

4 - games that teach whole-part relationships, one-to-one correspondence, and sequencing have been added to the above (i.e., Which one is different, Mothers and Babies, Match Ups etc.); toys representative of the children's culture and other cultures are added; teacher-made games with foreign coins, sea shells, dried beans, or ethnic fabric squares are evident.

27. Science Area:

1 - science activities occur seldom and children have limited opportunities to examine the natural world;

2 - science area is created with few collections and contains materials such as magnets, a magnifying glass and other objects children can examine and play with;

3 - objects are added that children can observe differences, many collections are available for exploring; various plant habitats are observed; and there is evidence of child initiated activities;

4 - children grow herbs such as basil, mint, parsley etc., that are used in cooking foreign foods; learning respect and care by taking care of animals has been added; science activities are done both indoors and out; a wide variety of materials found in the community as well as other parts of the world are used.

28. **Sensory Area; could also be Sand/Water Area:**

1 - no sensory table or area is established, or sensory table or cart is rotated among classrooms;

2 - sensory table is used daily or regularly; teachers vary the materials to correspond with the curriculum;

3 - props, textures and smells are added from other cultures, such as coffee beans or scents for children to smell and match;

4 - sensory table is used to recreate various environments; various ethnic or natural play materials are used to enhance sand/water play.

29. **Book/Language Development Area:**

1 - book/language development area contains few books or books are kept out of children's reach;

2 - book/language development area is evident; cozy and comfortable seating for children and teachers is available; a few multicultural/anti-bias books are evident, along with puppets and flannel storyboard;

3 - a variety of multicultural books are used; non-sexist puppets have been added, and teacher-made language development games are also evident;

4 - children and teachers work together to make homemade books; cassette tape stories in various languages, games and visual displays that emphasize real life and include the children' s background and culture are utilized.

30. **Construction Area or Woodworking:**

1 - construction toys and props are not available, or are kept out of children's reach;

2 - variety of construction toys such as nuts and bolts, large or small legos, tinker toys, lincoln logs or child's tool workbench is available;

3 - props, such as tubes, cloth, tongue depressors, string, etc., are added to the above for creative play, construction and for gluing projects;

4 - children are given real tools, wood and nails to create and build with; construction activities occur indoors and out;

props/miscellaneous materials are added for children to work with and model; books and visual displays are used to inspire and encourage children.

31. Visual Displays:

1 - all cartoon characters and pre-packaged bulletin board displays are used; or classroom is under- or over-decorated;

2 - displays of children and people in traditional costumes are used; photos of children in the classrooms are displayed;

3 - stereotypical pictures of real people that depict the diversity in the United States are evident;

4 - wall hangings, rugs, paintings, wind chimes, etc., from the cultures present in the program are evident.

32. Themes used represent things children are asking questions about and are interested in learning more about.

Yes No Sometimes

33. Themes are relevant and come from the physical and social world in which the children live (i.e., "I'm Me and I'm Special", "Places People Live", "Families", etc.).

Yes No Sometimes

34. Themes such as "Lets Visit Hawaii" or "Children Around the World" are avoided.

Yes No Sometimes

Appendix I

Pre-Test Results

of the

Multicultural/Anti-Bias

Classroom Rating Scale

BUILDING A HOME-SCHOOL CONNECTION
MULTICULTURAL/ANTI-BIAS RATING
PRE-TEST EXAMINATION
OCTOBER 27, 1994

PART I -QUESTIONS 1-21

Explanation of Responses:

Yes - Developmentally appropriate practices are evident.
No - Developmentally appropriate practices are not evident.
Sometimes - Effort exists to incorporate developmentally appropriate practices.

	PARTICIPANTS				
	A	B	C	D	TOTAL
Question 1					
Yes					
No					
Sometimes	1	1	1	1	4
Question 2					
Yes	1				1
No		1			1
Sometimes			1	1	2
Question 3					
Yes					
No					
Sometimes	1	1	1	1	4
Question 4					
Yes	1	1	1	1	4
No					
Sometimes					
Question 5					
Yes	1				
No					
Sometimes		1	1	1	3
Question 6					
Yes		1		1	2
No					
Sometimes	1		1		2

	PARTICIPANTS				
	A	B	C	D	TOTAL
Question 7					
Yes					
No					
Sometimes	1	1	1	1	4
Question 8					
Yes					
No					
Sometimes	1	1	1	1	4
Question 9					
Yes					
No					
Sometimes	1	1	1	1	4
Question 10					
Yes	1			1	2
No					
Sometimes		1	1		2
Question 11					
Yes					
No					
Sometimes	1	1	1	1	4
Question 12					
Yes					2
No			1	1	
Sometimes	1	1			2
Question 13					
Yes					
No					
Sometimes	1	1	1	1	4
Question 14					
Yes	1	1	1	1	4
No					
Sometimes					

	PARTICIPANTS				
	A	B	C	D	TOTAL
Question 15					
Yes			1		1
No	1	1			2
Sometimes				1	1
Question 16					
Yes					
No					
Sometimes	1	1	1	1	4
Question 17					
Yes					
No					
Sometimes	1	1	1	1	4
Question 18					
Yes	1	1	1	1	4
No					
Sometimes					
Question 19					
Yes				1	1
No					
Sometimes	1	1	1		3
Question 20					
Yes	1	1	1	1	4
No					
Sometimes					
Question 21					
Yes					
No					
Sometimes	1	1	1	1	4

Explanation of Responses for Questions 22-31:

Participants rating on sophistication of materials and activities per learning center on a scale of 1 to 4, with 1 indicating minimal materials are available and little development has occurred and 4 indicating the most development has occurred and above average materials are present.

QUESTION #	AREA OF LEARNING CENTER	RATINGS BY PARTICIPANTS				
		A	B	C	D	
22	Art	2	2	2	2	
23	Blocks	2	2	2	2	
24	Music	2	2	2	2	
25	Dramatic Play	2	2	2	2	
26	Manipulative/Table Toys	2	2	2	2	
27	Science	2	2	2	2	
27	Sensory Motor	2	2	2	2	
29	Books/Language Development	2	2	2	2	
30	Construction/Woodworking	1	2	4	3	
31	Visual Displays	2	2	2	2	
	RESPONSES (Themes Used)					TOTAL
32	Yes					
	No					
	Sometimes	1	1	1	1	4
33	Yes			1	1	2
	No					
	Sometimes	1	1			2
34	Yes	1		1	1	3
	No		1			1
	Sometimes					

Appendix J

Multicultural/Anti-Bias

and

English/Spanish

Children's Literature List

Multicultural/Anti-Bias Books

Following is a list of suggested books for purchase to be used throughout the classroom learning centers to assist with multicultural/anti-bias curriculum:

1. *Amelia's Road; author: Linda J. Altman & Enrique Sanchez
2. All The Colors We Are; author: Katie Kissinger
(this book is in English and Spanish)
3. *Radio Man; author: Arthur Dorros
4. You Be Me, I'll Be You; author: Pili Mandelbaum
5. *Saturday Market; author: Patricia Grossman & Enrique Sanchez
6. A Country Far Away; author: Nigel Gray & Philippe Dupasquier
7. *Beneath the Stone; author: Bernard Wolf
8. Someone Special Just Like You; author: Tricia Brown
9. It Takes a Village; author: Jane Cowen-Fletcher
10. Hats, Hats, Hats; author: Ann Morris
11. Bread, Bread, Bread; author: Ann Morris
12. Loving; author: Ann Morris
13. Tools; author: Ann Morris
14. Houses and Homes; author: Ann Morris
15. On the Go; author: Ann Morris
(the above books by Ann Morris are in English and Spanish)
16. Brown Angels; author: Walter Dean Myers
17. Potluck; author: Anne Shelby
18. On Mother's Lap; author: Ann Herbert Scott
19. Now One Foot, Now the Other; author: Tomie dePaola
20. Love You Forever; author: Robert Munsch
21. How My Family Lives in America; author: Susan Kuklin

The following are toddler specific:

22. Rain Feet; author: Rhonda Mitchell
23. Joshua by the Sea; author: Rhonda Mitchell
24. Mama Bird, Baby Birds; author: Rhonda Mitchell
25. Joshua's Night Whispers; author: Rhonda Mitchell

Books that are indicated with an astrik (*) are about migrant families or the Mexican culture.

Spanish/English Books

Following is a list of books written in English and Spanish. Many of the books are written so that both languages appear on the same page. There are others written in Spanish, but are simple and an English speaking teacher can easily learn to read or use them with the children.

1. The Carrot Seed; author: Ruth Krauss
2. The Very Hungry Caterpillar; author: Eric Carle
3. Lomao y la Mariposa Azul; author: Alma Flor Ada
4. Are You My Mother?; author: P. D. Eastman
5. The Sensible Book El Libro Sensible; author: Barbara K. Polland, Ph.D.
6. Is Your Mama a Llama?; author: Deborah Guarino
7. Little Gorilla; author: Ruth Bornstein
8. El Jardin Zoologico; author: Jan Pfloog
9. Soy grande, soy pequeno; author: Kathy Stinson
10. El Bosque Tropical; author: Helen Cowcher
11. Los Tres Osos; author: Hanna Hutchinson
12. Hello Amigos! author: Tricia Brown
13. Seris of Pinto y Aprendo:
    - Los Servidores Publicos
    - Los Animales
    - Jardin de Ninos
    - Las Estaciones
    - El Hogar
    - Flores y Frutas

The following are toddler specific:

14. Yo Soy; author: Rita Milios
15. Diez Ositos; author: Barbara Flores, Elena Castro & Eddie Hernandez
16. Hermanos; author: Debbie Bailey
17. Hermanas; author: Debbie Bailey
18. Mi Mama; author: Debbie Bailey
19. Mi Papa; author: Debbie Bailey
20. Chubby Board Books:
    - What Color/Que Color?
    - Let's Eat/Vamos a Comer
    - Let's Play/Vamos a Jugar
    - Let's Take a Walk/Vamos a Caminar

    (note: Chubby books are sold by Constructive Playthings)